

MAKE IT WORK

2022

Analysis and Abstract



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Project name: MAKE IT WORK: supporting D/deaf young people into work

Acronym: Make it work

Project Partners:

- Associazione Ergon a favore dei Sordi
- Lietuvos kurciju ir neprigirdinčiuju ugdymo centras GkintikasBros
- Specjalny Osrodek SzkolonoWychowawczy dla Nieslyszacych im. Janusza Korczaka w Krakowie
- European Union of Deaf Youth



LIETUVOS KURČIŲJŲ IR
NEPRIGIRDINČIŲJŲ
UGDYMO CENTRAS



Website: <https://signitwork.eu/>

Acknowledgements

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This project reflects the views of deaf and hard of hearing youth, professional services workers, and the National Associations for the Deaf Youth on deaf hard of hearing youth employment situation.

For the analysis and interpretation of the data collected in the project, an external researcher was hired by the European Union of the Deaf Youth: I. Saenz Paraiso.

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1. Background: Make it work project

The Convention on the Rights of Persons with Disabilities, adopted by the United Nations General Assembly in December 2006, and signed by most of the EU country establishes, in Article 27 (on work and employment), “the right of persons with disabilities to work on an equal basis with others”. Relatedly, the 2030 Agenda for Sustainable Development, which was adopted by all United Nations Member States in December 2015, identifies people with disabilities as one of several groups of vulnerable people who must be empowered. The Sustainable Development Goals (SDGs) in the 2030 Agenda make an explicit reference to disability in several labour market-related targets and their associated indicators.

Career aspirations of young deaf and hard of hearing people do not differ from hearing youth. However, the obstacles that deaf and hard of hearing young must overcome to achieve their professional goals are much higher than their hearing counterparts. There are many tools supporting young people to effectively enter the labour market. Nevertheless, most of the mainstream resources for employment hunting are not accessible for young deaf such as texts about job hunting do not meet their reading requirements; videos not subtitled or translated into sign language; and other tools and resources are inaccessible and not deaf friendly. Also, most of career counsellors, mentors, trainers, and youth workers have little or no experience with deaf and hard of hearing individuals. All the above results in the social exclusion of deaf and hard of hearing people, who face unequal opportunities, experiences, access to seeking employment, labour rights and remuneration.

2. The project Make It Work: “Analysis and Abstract”

The project Make it work! involve five different organisations: European Deaf Union Youth (EUDY), Centre Of Greek Sign Language (Gkintikas Bros), Associazione Ergon a favore dei Sordi, and Specjalny Ośrodek Szkolno - Wychowawczy dla Niesłyszących.

2.1. Objectives

The purpose of the project is to develop inclusive and accessible resources and tools for training that are specifically designed for deaf and hard of hearing youth job seekers at a European level. The availability and accessibility of employment related material and resources for deaf youth is thought to improve deaf and hard of hearing young job-hunting experience through the following point of actions:

- Empowering young d/Deaf who are to enter the labour market by having digital resources available in their sign languages and languages where deaf youth can access in their own time.
 - Explain what skills and competencies mean including examples of the skills and competences that are most required in the labour market, and how they do a self-exploratory of these skills and reflect them in their CV. Also, how they can improve them.
- Creating resources for youth workers to use them as tool to support the social as well as professional inclusion of d/Deaf young job seekers.
- Encouraging career counsellors to reach d/Deaf young people and support them to enter the labour market effectively.

This report is product of the first stage of the project “Analysis and Abstract” which aims to collect and analyse data from three different categories surveys: individual deaf youth, youth associations and professional services to ascertain attitudes and knowledge levels regarding employment regulations among young d/Deaf young job seekers. The data analysed will support the design of the needs of deaf youth job seekers, deaf youth organisations, employees within the professional services of their respective countries

2.2. Partner organisations

The partner organisations for this project are the European Union of the Deaf Youth (EUDY) as the European level partner with four EU countries: Greece, Lithuania, Italy, and Poland. The following subsections contains each partner organisation’s background to give a greater understanding of their involvement in the project.

2.2.1. European Union of the Deaf Youth

Founded in 1987, European Union Deaf of the Youth (EUDY) is a European non-profit making organisation whose membership comprises of 31 national associations of deaf young people in Europe. EUDY strives to foster the personal development of Deaf young individuals using sign language in Europe and to further mutual understanding to advance and protect the rights of and opportunities for Deaf Young Europeans. As the European umbrella organisation representing the interests of those organisations, EUDY aims to support our member organisations with providing tools to enhance their youth work, with the aim to improve the lives of Deaf young people in all aspects of life. EUDY aims to strength their affiliated members: to contribute to the aim of strengthening they members, they offer cross-cultural youth exchanges, non-formal training,

opportunities to discuss policy matters with each other and advice in the field contributing the following areas such as youth work, personal development, human rights, education, civic engagement, citizenship, soft skills development, co-operation with national youth councils and other stakeholders, etc. EUDY also acts as a lobbyist to draw attention to deaf youth's voices. Through the collaboration with the European Union of the Deaf (EUD) and the Youth Department of the Council of Europe and the European Youth Forum, EUDY is able to become involved in the decision-making process which can be reflected in their active work in the areas of political participation, education and youth employment.

2.2.2. Centre Of Greek Sign Language (Gkintikas Bros)

Based in Thessaloniki, Greece and founded in 2001, KENG is one of the first SME organisations focused on sign language. Since then, the centre continues to develop different ways of learning sign language and to create new technological tools that aim to make sign language courses both enjoyable and efficient. The KENG team consists of qualified Deaf instructors, who are also natural signifiers, interpreters, interpreter trainers, editors, visual designers, and IT professionals and are able to respond with enthusiasm and passion to any innovative project related to sign language as well as its teaching. The lines of work that the organisation does are teaching sign language to hearing adults, producing accessible media content, organising events and campaigns to promote equal rights for the Deaf and universal access to Sign Language for all Deaf and Hard of Hearing people. Their activities take place at the national level while members of their staff actively participate in national deaf and sign language organisations.

2.2.3. Associazione Ergon a favore dei Sordi

The Association was founded in 2010 in order to support a group of young adults, alumni of the Istituto dei Sordi di Torino, to develop entrepreneurial skills and be more active in the world of work. The basic idea was to cooperate with the school in the management of some facilities (cantina and cafeteria) and to re-insert some unused assets into the economic track, such as small farmland and some rooms formerly used for school purposes. The association is active in the field of dual discrimination, working mainly with young people that face at least two possible reasons for weakness in the society: disabled and migrant; disabled and women; disabled with double diagnosis; disabled and unemployed. The lines of work of the association are as follows: job placement service; Information technology course for Deaf and Hard of Hearing; accessible ICT design for Deaf; vocational training and vocational guidance for young deaf (cooking and gardening), blind, autistic and other disabled adult students; special projects for the inclusion of deaf people in the society in

the view of universal accessibility, with a focus on museum and cultural institutions; projects with the universities in the fields of researches, language rehabilitation and social services; European and international projects; Intercultural mediation for deaf migrant; European Solidarity Corps; translation services in English, French, Italian, Spanish, German and Greek; Interpretation Services to Italian Sign Language, American Sign Language, International Signs and Greek Sign Language and Counselling to public employment services. Our work is encompassed in four key themes: rights, livelihoods, access to appropriate technology, and well-being. Our programs, devised in partnership with our local partners, cross-fertilise these themes- making them unique, different, and importantly deaf-led.

2.2.4. Lithuanian Educational Centre for the Deaf and Hard of Hearing

The Educational Center for the Deaf and Hard of Hearing of Lithuania is a state educational institution providing education (from pre-school to high) for the hearing-impaired students of the Lithuania Republic. The Center has divisions of general education, pre-school education, informal education and socialization, educational support and assessment, educational materials and sign language. Besides general education, the Center is in charge of the assessment of hearing-impaired children all over the country, provision of educational support and materials for students, their parents and teachers. The Centre is also responsible for the sign language dictionary and educational materials for hearing impaired children are developed in the Center.

2.2.5. Specjalny Ośrodek Szkolno - Wychowawczy dla Niesłyszących

The Special School and Educational Centre for the Deaf, Janusza Korczaka, opened in 1950 and is based in Krakow, Poland. The school aims to provide an education to young students who are either deaf, hard of hearing or have aphasia. The educational curriculum aims to prepare required skills for students in order for them to live independently when they finish school. Within the centre there are different departments such as high school, technical school, vocational school, and post-secondary school. The teaching staff consists of 86 teachers and educators and 25 staff involved in the administration and service department. The students can thrive by exploring their passions and interests through several extra-curricular activities such as interest groups, theatre, dance group and others. These activities focus mainly on soft skills and the improvement of them. They also focus on the identification of the development of the key competencies for specific occupations. On the other side, the school Janusza Korczaka also works cooperatively and participates in several EU projects including Erasmus+ and POWER funds. The centre is also part of HIPEN (Hearing Impaired Professional European Network), a network of organisations within the EU that are particularly active

in providing services for people of all ages with hearing impairments and other disabilities, including rehabilitation, education, employment, vocational training, and research.

2.3. Employment laws or/and regulations for Disabled employers

For this project it is intended to analyse the employment laws for disabled of each country and at a European level. An employment law offers a legal framework intended to regulate the relationship between employers and employees. The following table offers a summary of each country’s employment law and/or regulations for Disabled employers.

Table 1. Comparison of Employment legislation between partner organisations

Project Participants	Facts regarding Employment laws and/or regulations for Disabled employers
Europe Union	<p>EU citizens and residents with disabilities are protected against discrimination when they work or have work-related training, especially regarding pay and working conditions, and membership in organisations of workers or employers.</p> <p>EU legislation also protects persons on the grounds of their sex, race, age, sexual orientation, and religion.</p> <p>The employer is obliged to provide reasonable accommodation. This means that the employer must take measures to adapt the workplace to an employee with disabilities, such as removing physical barriers by installing ramps, facilitating access of visually impaired employees to information technologies, or altering working times to accommodate the needs of workers with disabilities. Failure to provide reasonable accommodation constitutes discrimination.</p> <p>Articles from Council Directive 2000/78/EC of 27 November 2000 establishing a general framework for equal treatment in employment and occupation:</p> <p>Article 5 - Reasonable accommodation for disabled persons:</p> <p>In order to guarantee compliance with the principle of equal treatment in relation to persons with disabilities, reasonable accommodation shall be provided. This means that employers shall take appropriate measures, where needed in a particular case, to enable a person with a disability to have access to, participate in, or advance in employment, or to undergo training, unless such measures would impose a disproportionate burden on the employer. This burden shall not be disproportionate when it is sufficiently remedied by measures existing within the framework of the disability policy of the Member State concerned.</p>

Greece	Source: European Disability Forum & Council Directive 2000/78/EC of 27 November 2000 establishing a general framework for equal treatment in employment and occupation
	<p>Public sector: 12% of vacancies in the public sector must be filled by disabled people. Disabled people that work in the public sector have 6 additional leave days per year. Also, they work 7 hours per day instead of 8 hours</p> <p>-Private sector: Companies that have at least 50 employees must have 2% of the job positions filled by people with disabilities.</p>
Italy	<p>Law 104/1992 gives a very precise definition of HANDICAP and Article 3 also provides for the situation of severe handicap that gives priority in public service programs and interventions.</p> <p>Law No. 68 of 12 March 1999. Rules for the right of disabled people to work</p>
Lithuania	<p>Working conditions, working hours, rest periods and other work-related guarantees for people with disabilities are regulated by the Labour Code, the Occupational Safety and Health Act and other legislation.</p> <p>The Labour Code and other legislation regulate employment support for people with disabilities.</p> <p>Workers with disabilities are entitled to adjustments and arrangements in their working hours, shifts and resting time.</p> <p>The permanent work contract of a disabled worker may only be terminated if the employer demonstrates that retaining the employee would outweigh the company's resources. In case of redundancy, the notice period concerning a disabled worker is set at four months (instead of two).</p> <p>Disabled workers are also entitled to five weeks ((25 working days) paid annual leave (instead of four) and they receive a bonus on their income tax payments.</p>
Poland	<p>A person holding a disability degree certificate is entitled to additional employment rights. They result from the provisions on the employment of people with disabilities. They concern working time, breaks at work and leave.</p> <p>Rights of an employee with a certified mild degree of disability: Cannot work more than 8 hours a day and 40 hours a week, cannot be employed at night or overtime, has the right to an additional 15-minute break at work for fitness exercises or rest, the time of this break is included in the working time.</p> <p>Rights of an employee with a certified moderate and severe degree of disability, his working time may not exceed 7 hours a day and 35 hours a week, cannot be employed at night or overtime, has the right to an additional 15-minute break at work for fitness exercises or rest, the time of this break is included in the working time, has the right to an additional holiday leave of 10 working days in a calendar year, has the right to time off</p>

	from work while retaining the right to remuneration of up to 21 working days in order to participate in a rehabilitation camp or to perform specialist examinations, treatment or improvement treatments, if these activities cannot be performed outside working hours.
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3. Methodology

The first project result analysis and abstract comprise two main fields of activity. Firstly, an analysis is carried out to ascertain the situation of young d/Deaf job seekers across Europe (activities, living situation, difficulties, etc).

The surveys will be divided into 3 main online questionnaires: One directly to young deaf and hard of hearing job seekers; One to professionals (youth workers, teachers, social workers, job coaches, career consultants, recruiters and employment agencies) working with young deaf and hard of hearing people; and lastly, one to the Youth National Organisations for the Deaf across Europe. The deaf and hard of hearing survey will aim to gather at least 30 deaf and hard of hearing job seekers per partner country, which comes to 120 in total. 20 professionals working with deaf and hard of hearing job seekers will be captured per partner country (80 in total) and 30 National Organisations for the Deaf across the partnership will also be included.

Within the surveys, some recurring terms are used. The terms and their definitions are as follows:

- **Deaf young job seekers:** Deaf or hard of hearing youth from 15 - 30 years old in your country.
- **Professional Services:** An NGO organization/company that supports Deaf young job seekers to find a job.
- **YNAD:** National Association of Deaf Youth
- **NAD:** National Association of Deaf

The survey will be distributed in 10 languages split between signed languages and spoken languages: International Sign (IS), Greek Sign Language (ENG), Italian Sign Language (LIS), Lithuanian Sign Language (LGK), and Polish Sign Language (PJM); English, Greek, Italian, Lithuanian and Polish. Each organisation partner will be responsible for recruiting the participants. They will be also responsible for translating the data collected into English.

Table 2. Methodology of distribution for each partner organisation

Project Participants	Survey	Methodology of the distribution of the survey
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EUDY	Quality of life of Deaf Youth	Secondary data. Based on data from the survey, "Quality of Life of Deaf Youth" gathered by the EUDY intern.
	Deaf Youth Associations Survey	EUDY has 31 member organisations from 30 different countries and promoted this survey through their newsletter, social media and Telegram.
	Professional Services	EUDY distributed this survey through different social media platforms including Twitter.
Centre Of Greek Sign Language (Gkintikas Bros)	Individual Deaf/ hard of hearing Youth Survey	To ensure that the questionnaires will be completed only by members of the specific target group (Deaf and Hard of Hearing people aged 15-30), we avoided publishing them on social media or on our website. On the contrary, we preferred to share the questionnaire with specific members of the Deaf community and asked them to share it – after they have it completed - with other members of the same target group.
	Professional Services	The survey was shared through our network, mainly to the staff of Special Schools for the Deaf and Hard of Hearing, since there are no professional services in Greece that specialise in providing counselling and assistance for job seeking. This could be said to have lead us to the conclusion that the survey has drawn: The staff in the special schools for the Deaf and Hard of Hearing are currently the closest option to professional job search counselling in Greece.
Associazione Ergon a favore dei Sordi	Individual Deaf/ hard of hearing Youth Survey	The questionnaire was distributed firstly to all the young people involved in the daily activity of the organisation. This was then extended by sharing it across all of our social media, and to the other organisations and associations working in our locality with deaf young people.
	Professional Services	We first shared the questionnaire with the employees of the Institute for the Deaf in Turin, and the provincial section of the Ente Nazionale Sordo. Then on our social media. Unfortunately, we were unable to get a great response from both hearing and deaf professionals.
Lithuanian Educational Centre for the Deaf and Hard of Hearing	Individual Deaf/ hard of hearing Youth Survey	The survey was shared through social media and personal emails using a network of friends.
	Professional Services	Invitations to participate in surveys were sent by emails and by messenger to organisations providing support services, Lithuanian young Deaf associations, and 5 Deaf rehabilitation centres.

Specjalny Ośrodek Szkolno - Wychowawczy dla Niesłyszących	Individual Deaf/ hard of hearing Youth Survey	We also used a network of friends to disseminate the questionnaires among young deaf people. Surveys were completed by our current students, and we sent e-mails to our graduates.
	Professional Services	<p>We used a network of friends to distribute the surveys. We sent e-mails to friendly institutions with which we cooperate.</p> <p>We did not put the survey on social media because we were concerned that it would be filled by the wrong people and contain false information</p>

Once the data is collected, an analysis will be conducted to provide an overview of the respective in-country situations with regards to the actual employment situation of deaf and hard of hearing people, the actual offer of activities they have in their respective countries, and which kind of activities/support they want. Reports are compiled by each partner on the basis of the above analysis (in English, as well as, Italian, Greek, Polish and Lithuanian) and the most important information is condensed by EUDY to provide a partner-wide overview.

There was some data cleaning that needed to be carried out from these four surveys, which were grouped into one. This was solely for the purpose of maintaining data uniformity and helping with the consistency of data analysis when interpreting the data:

- The group of ages from the data collected from the survey “Quality of Life of Deaf Youth” had some errors. By following the logic of how each age category was grouped, the original age categories 25 – 28 and 28 – 30 were transformed into 26 – 28 and 29 – 30. This will cause some data in the age category chart to no longer reflect participants’ real age.
- The Individual Youth Survey asked the participants’ age from 15 to 30 years old. To maintain consistency across both surveys, the age data was categorised following the “Quality of Life of Deaf Youth” survey. Figure 5 shows the age of the participants from Greece, Italy, Lithuania, and Poland.
- For the question to know job positions from employed deaf and hard of hearing, they have answered a wide variety of job positions which made the data analysis difficult. It is for this reason that the structure of occupations from the European Commission¹ was followed to group the subsequent job roles:

¹ https://esco.ec.europa.eu/en/classification/occupation_main#overlayspin

Table 3. Type of occupations following the ESCO classification

Type of occupation	Occupation
Craft and related trades workers	Building and Related Trades Workers (excluding electricians) Metal, Machinery and Related Trades Workers Handicraft and Printing Workers Electrical and Electronics Trades Workers Food Processing, Woodworking, Garment and Other Craft and Related Trades Workers
Managers	Chief Executives, Senior Officials and Legislators Administrative and Commercial Managers Production and Specialized Services Managers Hospitality, Retail and Other Services Managers
Professionals	Science and Engineering Professionals Health Professionals Teaching Professionals Business and Administration Professionals Information and Communications Technology Professionals Legal, Social and Cultural Professionals
Technicians and associate professionals	Science and Engineering Associate Professionals Health Associate Professionals Business and Administration Associate Professionals Legal, Social, Cultural and Related Associate Professionals Information and Communications Technicians
Clerical support workers	General and Keyboard Clerks Customer Services Clerks Numerical and Material Recording Clerks Other Clerical Support Workers
Service and sales workers	Sales workers Personal care workers Protective services workers Personal service workers
Plant and machine operators and assemblers	Stationary Plant and Machine Operators Assemblers Drivers and Mobile Plant Operators
Elementary occupations	Cleaners and Helpers Agricultural, Forestry and Fishery Labourers Labourers in Mining, Construction, Manufacturing and Transport Food Preparation Assistants Street and Related Sales and Services Workers Refuse Workers and Other Elementary Workers

- For the questions in the survey “Quality of Life of Deaf Youth” requiring a scale of ‘Definitely Yes’ to ‘Definitely No’, the wording used for these number categories are:
 - Definitely yes: -3

- o Yes: -2
- o Rather yes: -1
- o I do not know: 0
- o Rather no: 1
- o No: 2
- o Definitely no: 3

But the surveys distributed by the EUDY and the partner organisations had inverted scales, so the researcher had to modify the scales to match the original survey.

- The survey distributed by Associazione Ergon a favore dei Sordi caused some disruption to the data collection. The association set up their survey with their own values. The researcher had to explore the data and modify them to match the original choices provided by EUDY for the questions. Especially with those questions requiring a scale of -3 to 3. Their choice of answers were not very explicit, like EUDY's original survey.

4. Individual Deaf Youth Surveys

The survey for Individual Deaf Youth is designed to gather information on the Education and Employment situation for Deaf youth from a European framework. The survey has three sections: the first section contains questions about the background of the participants; the second focuses on their education levels and the questions of the last section are aimed at gathering data about their employment status. Also, this section integrates two datasets, the first dataset is from the "Quality of Life of Deaf Youth" survey and the second one is from the "Deaf/ hard of hearing Individual Youth Survey" distributed in the four partner organisations (Greece, Italy, Lithuania, and Poland) in this project.

The survey "Individual Deaf Youth" distributed by EUDY, resulted in 132 European deaf youth participants around Europe. In descending order, the participants reside in: Italy (11.28%), Spain (11.28%), The Netherlands (10.53%), France (9.77%), Germany (9.02%), Belgium (8.27%), United Kingdom (6.02%), Estonia (4.51%), Portugal (4.51%), Sweden (4.51%), Czech Republic (3.01%), Denmark (2.26%), Ireland (2.26%), Greece (1.5%), Finland (1.5%), Malta (1.5%), Switzerland (1.5%), Austria (0.75%), Bosnia and Herzegovina (0.75%), Lithuania (0.75%), Norway (0.75%), Poland (0.75%), Romania (0.75%), Serbia and Slovakia (0.75%).



Figure 1. European map of deaf youth's current residence (EUDY)

The total number of individual participants, including those participants from EUDY's survey, amounts to 270. In the project, it was expected that the partner organisations would source 30 participants for each country. Lithuania and Poland achieved the minimum requirements whilst Greece and Italy did not. The number of the surveyed participants from the partner organisations are: Greece: 25 (18.12%); Italy: 27 (19.57%); Lithuania: 39 (35.51%); and Poland: 37 (26.81%).

European mobility among Deaf youth exists. From the survey it is possible to observe that 22 participants (16.67%) do not reside in their home country but in another country in Europe.

The question asking about participants' gender identity in the survey had the options 'female', 'male', 'non-binary' and 'prefer not to say'. 57.50% of the survey respondents identify as women, 31.67% identify as men, 4.17% as non-binary, 3.33% as queer and 2.50% prefer not to disclose their gender identity. One surveyed participant (0.83%) has indicated that their gender identity does not match with the above categories.

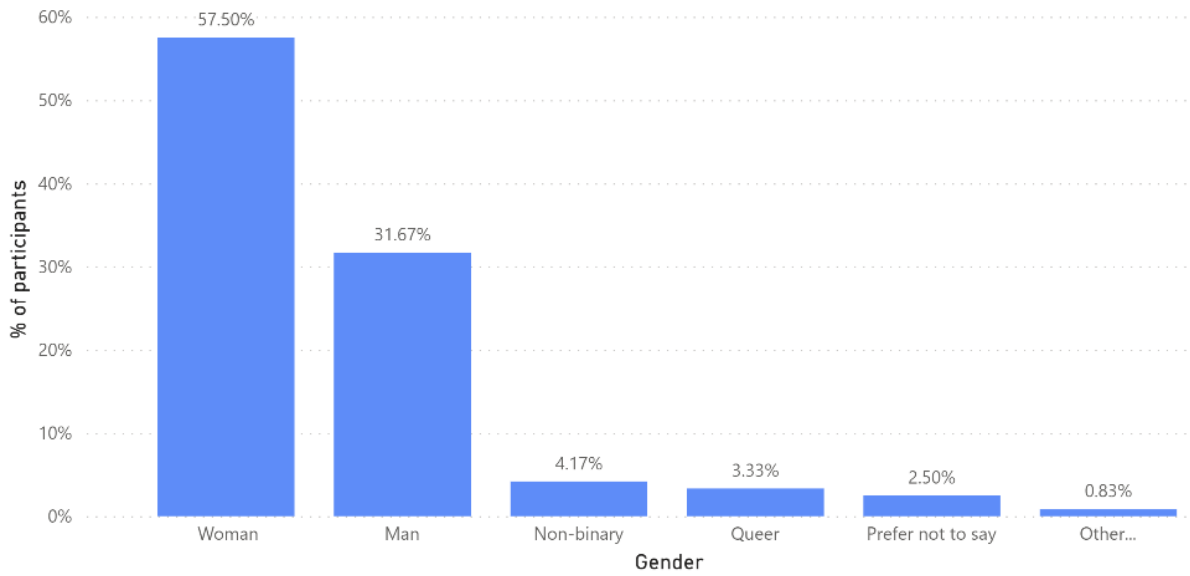


Figure 2. % of participants' gender identity (EUDY)

Unlike the EUDY's survey, there is not much difference between female and male gender identity from the respondents in total. Female participants come to a total of 49.28%; and male, to a total of 47.10% but if we look closely at Figure 3, in Greece the participants are predominantly male, compared to Italy, Lithuania and Poland. Lithuanian participants show more diverse gender identity compared to their peer countries.

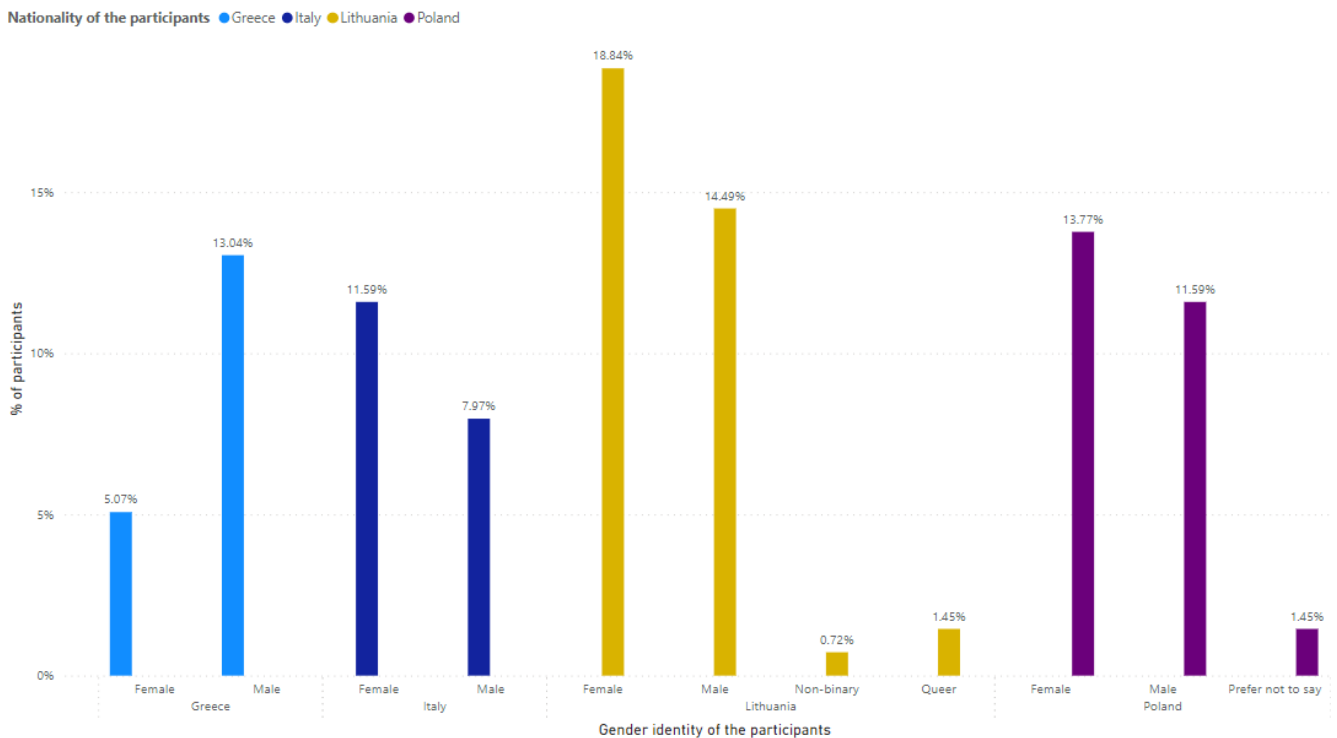


Figure 3. % of gender identity of the participants (Partner organisations)

The predominant age range is between 22-25 years old (30.08%); followed by those between 25-28 years old (28.57%); 19-21 years old (17.29%); 28-30 years old (12.78%); 16-18 years old (10.53%); and lastly, 12-15 years old (0.75%).

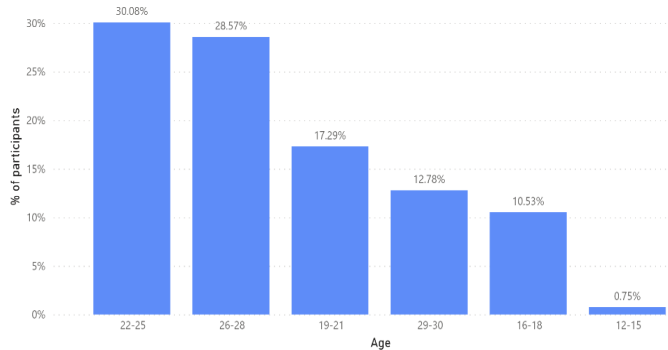


Figure 4. Participants' age categories (EUDY)

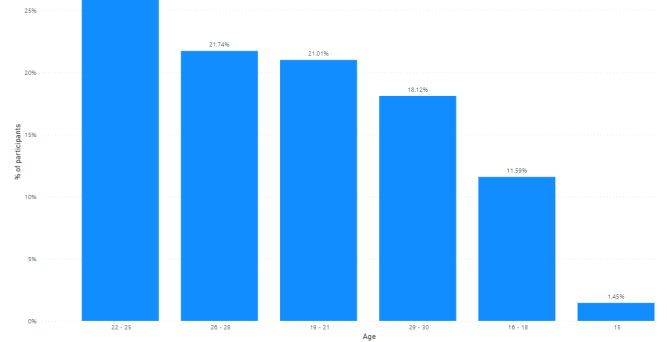


Figure 5. Participants' age categories (Partner organisations)

If we compare Figure 5 with Figure 4, we can observe that there are not many differences between both charts.

If we look closely at Figure 6, it is possible to observe that there is a high number of women respondents between 26 – 28 years old (17.42%) and 22 – 25 years old (16.17). The percentage of male respondents between the main age group cohorts (22 – 25 years old and 26 – 28 years old) also do not differ much from each other (9.09% to 9.85%). In this chart, non-binary and queer gender identities were grouped for the purpose of a better visualisation. It is noted that most of the participants that identify as non-binary and/or queer belong to the age group 22 – 25.

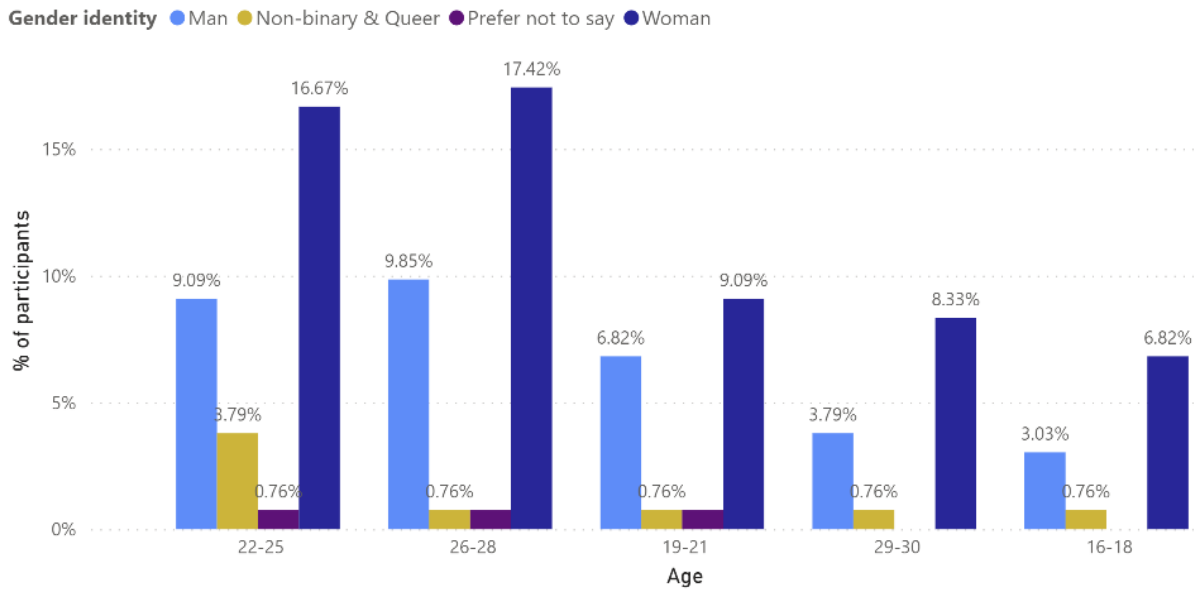


Figure 6. Group of age of the participants and their gender identity (EUDY)

124 (93.23%) participants identify as deaf, and 9 (6.77%) participants identify as hard of hearing. This question was followed up with a subsequent question to gather information about those who identify as ‘deaf plus’. Deaf plus describe those deaf or hard of hearing individuals that have additional disabilities such as deafblindness, autism, intellectual disabilities, etc. Only 5 participants (3.75%) identify as deaf plus without giving further details about what their additional disabilities are. 2 participants identify as deafblind (1.48%) and 1 (0.75%) identifies as autistic.

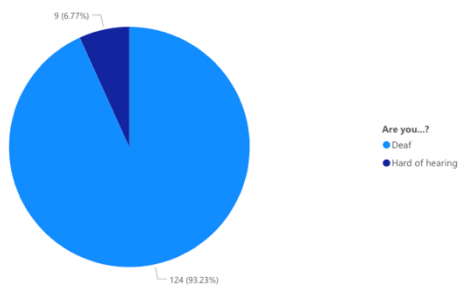


Figure 7. % of deaf or hard of hearing participants (EUDY)

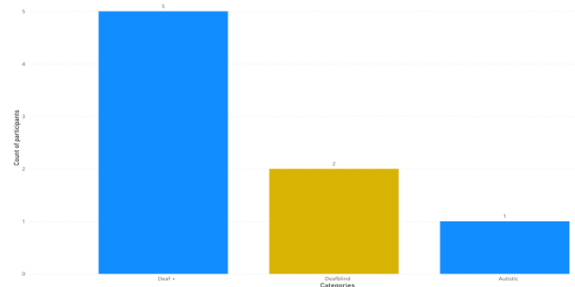


Figure 8. % of participants that are also deaf plus (EUDY)

In contrast to the “Quality of Life of Deaf Youth” survey, partner organisations’ participants show a balanced number of participants between deaf (59.42%) and hard of hearing participants (40.58%). Nevertheless, the majority of the hard of hearing people surveyed are from Lithuania (17.39%) and Poland (18.84%). If we examine this more closely, looking at the percentage of Lithuanian and Polish

deaf and hard of hearing participants, we find an interesting data: the number of Lithuanian deaf and hard of hearing participants are similar, but opposite to Polish participants. 29.07% identify as hard of hearing and 12.79% as deaf (Figure 10)

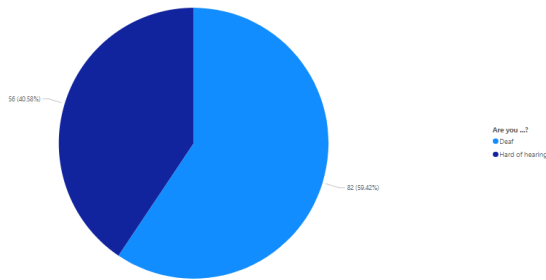


Figure 9. % of deaf or hard of hearing participants (partner organisations)

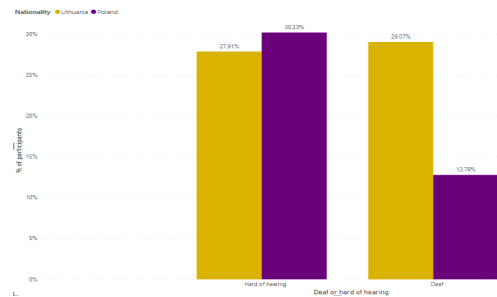


Figure 10. Lithuanian and Polish participants vs deaf or hard of hearing (partner organisations)

In this survey, it was found that the participants from the 0 age group when they learnt sign language are the main cohort (57.48%). The next largest group are those ranging from 1 to 5 years old which comprises 29% of the respondents. 5.51% of participants learned sign language between 6 to 10 years old and over 15 years old; and lastly, 2.36% of participants answered that they learned sign language between 11 and 15 years old.

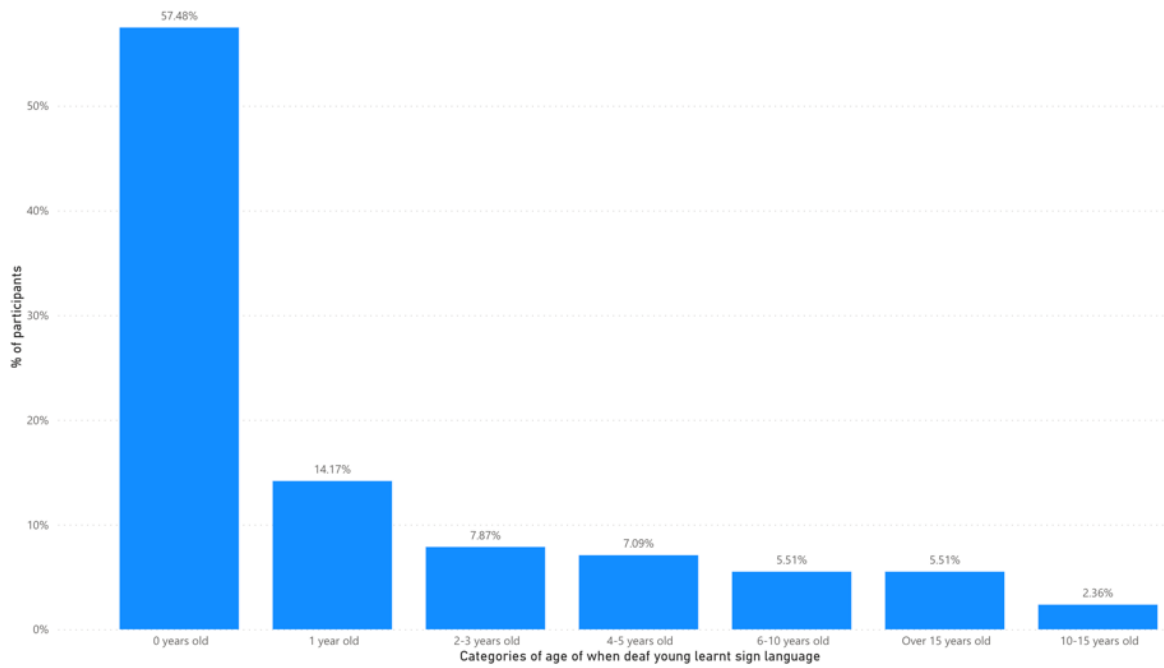


Figure 11. % of participants' group of age when they learnt sign language (EUDY)

As observed in Figure 11, most of the partner organisations' participants also answered that sign language is their native language. The majority of these participants are Lithuanians (22.55%), followed by Italians (9.80%) and Greeks (6.86%). Specjalny Ośrodek Szkolno - Wychowawczy dla Niesłyszących did not include this question in their translated survey.

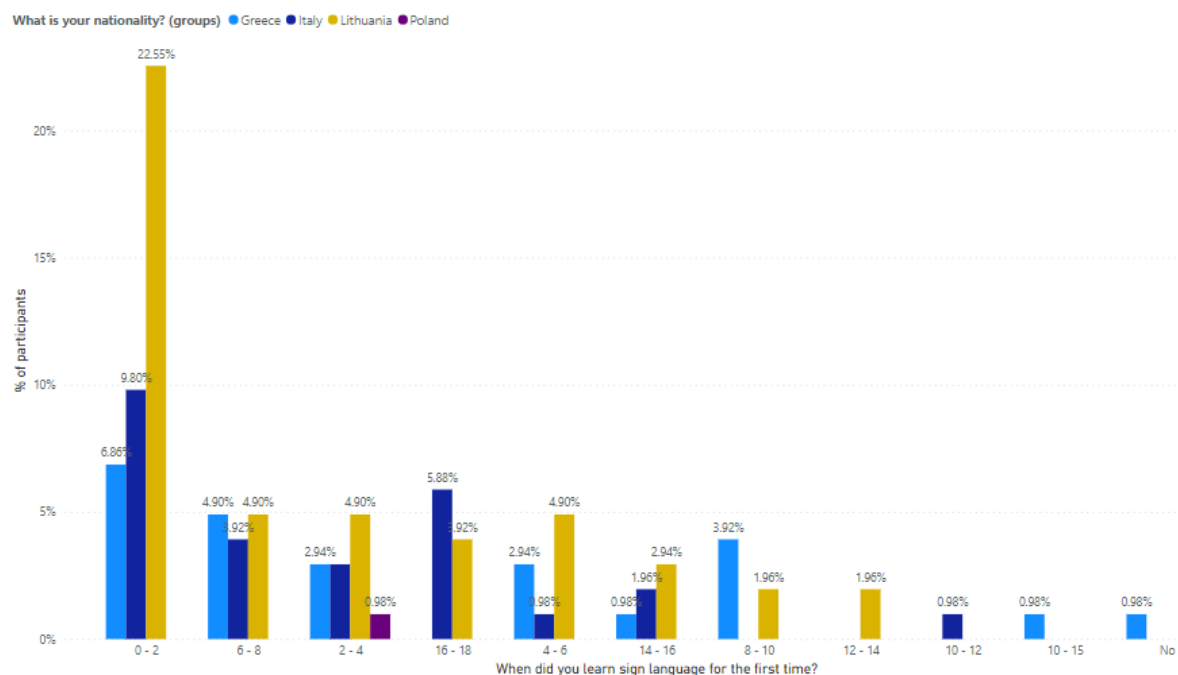


Figure 12. % of participants' group of age when they learnt sign language (partner organisations)

Out of 260 participants, 156 (60%) indicated that their preferred method of communication is sign language. 82 respondents (31.53%) answered that they prefer communicating either by signing or speaking. 57 participants (21.92%) indicated they prefer to communicate via sign language and written language. It is interesting to note that all the participants who prefer to communicate via signed and written language are from the partner organisations survey. To a lesser extent, 4 participants (3.03%) responded that their preferred method of communication is through sign language and written language. 15 participants (5.76%) indicated they prefer to communicate orally. In Figure 14 it is observed that Lithuanians and Greeks preferred method of communication is sign language, as opposed to Italian and Polish participants. The majority of Polish participants prefer to communicate via signed and spoken languages.

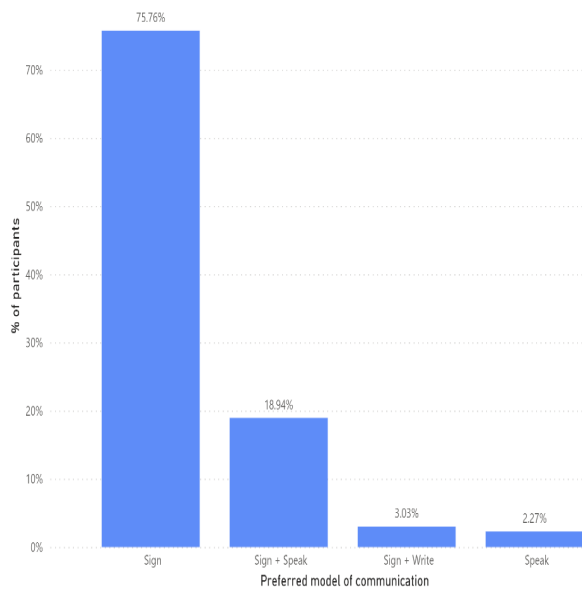


Figure 13. Participants' most preferred model of communication (EUDY)

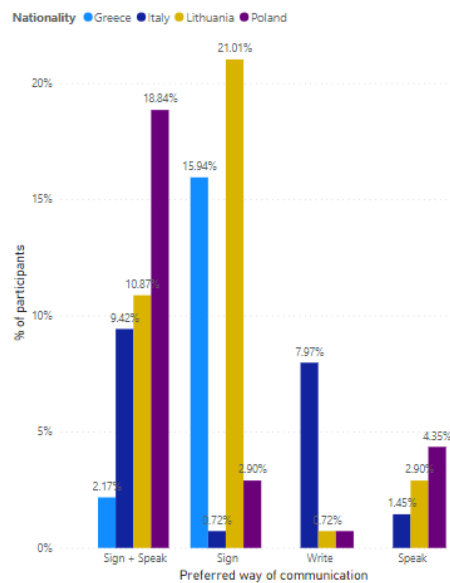


Figure 14. Participants' most preferred model of communication (partner organisations)

Most of the surveyed participants attended a deaf school throughout their educational lives (67.3%). The next most popular type of school for European deaf youth is either a hearing school using sign language or mainstream school, which can be with or without other deaf children (26.53%).

Table 4. Types of school that participants attended

Type of school	School using sign language	Interpreter	School without sign language or interpreter
Deaf school	175 (67.3%)	2 (0.76%)	7 (2.69%)
Mainstreamed (with other deaf people in hearing school)	51 (19.61%)	33 (12.69%)	20 (7.69%)
Hearing school	18 (6.92%)	65 (25%)	56 (21.53%)
Home school	29 (11.15%)	6 (2.30%)	4 (1.53%)
Other	25 (9.61%)	13 (5%)	9 (3.46%)

After the question of the type of school that the participants attended, this was followed up with another question asking for the highest level of education attained by the participants. The most common answer is that they have completed primary and secondary education (69.47%). There are a high number who responded that they are still studying their bachelor's (BA) degree (39.39%) and 11.53% have completed their bachelor's degree. A few have completed their master's degree (3.45%) and 9.09% are still studying.

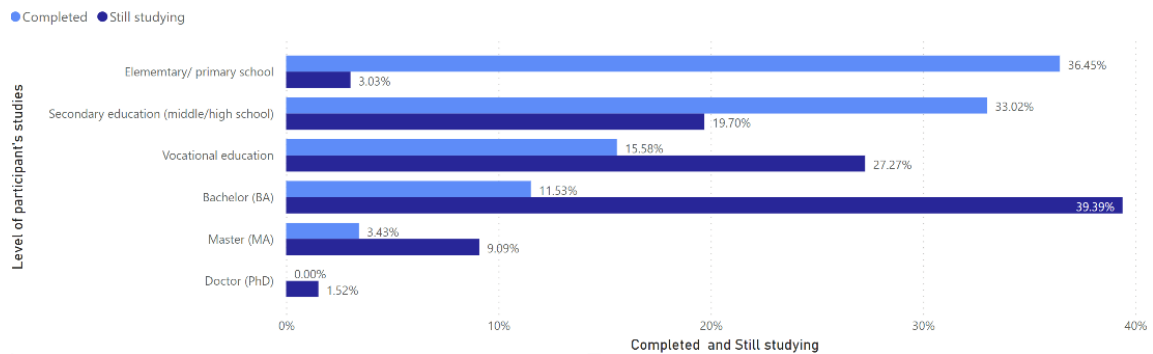


Figure 15. Current deaf youth participants' education level (EUDY)

The educational background of deaf youth from Greece, Italy, Lithuania and Poland is similar to the data gathered above (Figure 15). Most have completed their secondary education (60.17%). Opposite to the data observed in the previous chart, the majority of participants are still studying middle school or high school (6.41%).

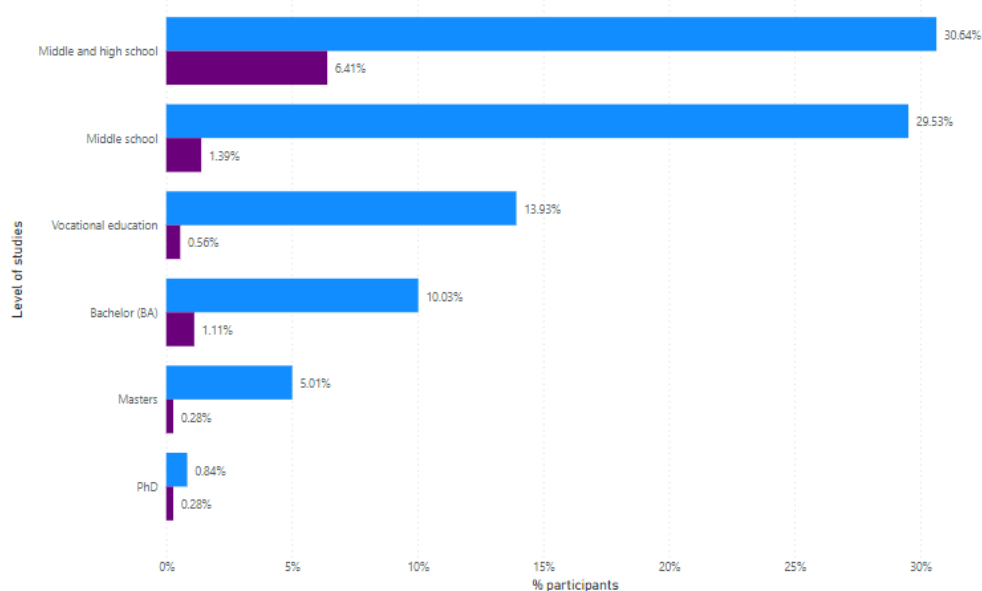


Figure 16. Current deaf youth participants' education level (partner organisations)

Figure 17 shows interesting data from the level of studies completed by the participants. Greek and Lithuanian participants have one of highest percentages of completing vocational training, compared to Polish and Italian participants. There are Greek, Italian, and Lithuanian participants who have completed their bachelor's and master's degree. There are no surveyed participants from Poland who indicated that they have completed their bachelor studies.

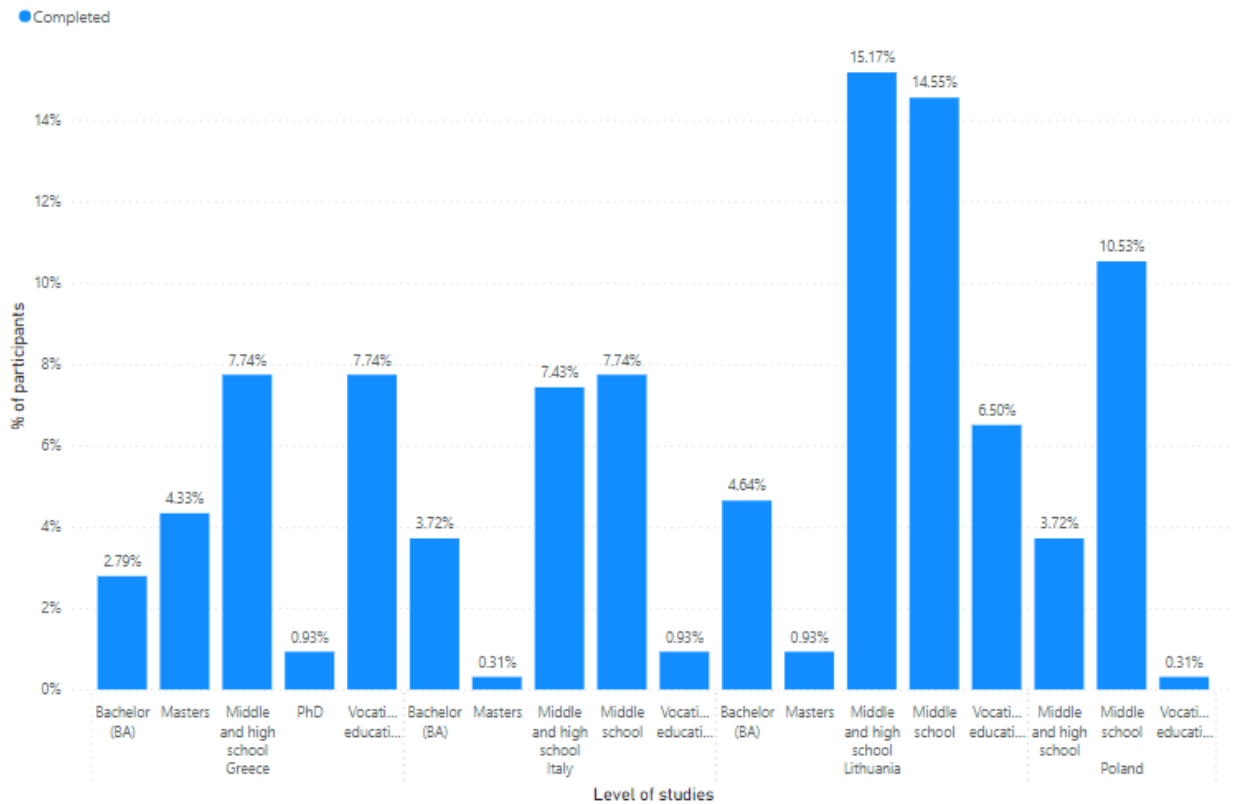


Figure 17. Current deaf youth participants' education level by country (partner organisations)

The average level of satisfaction among European deaf youth with regards to their educational background is 6.8, on a scale from 1 to 10. The most common satisfaction level ranges between 7 and 8, which comes to a total of 54.9%. This is slightly over half of the whole percentage score. The partner organisations did not include this question in their surveys.

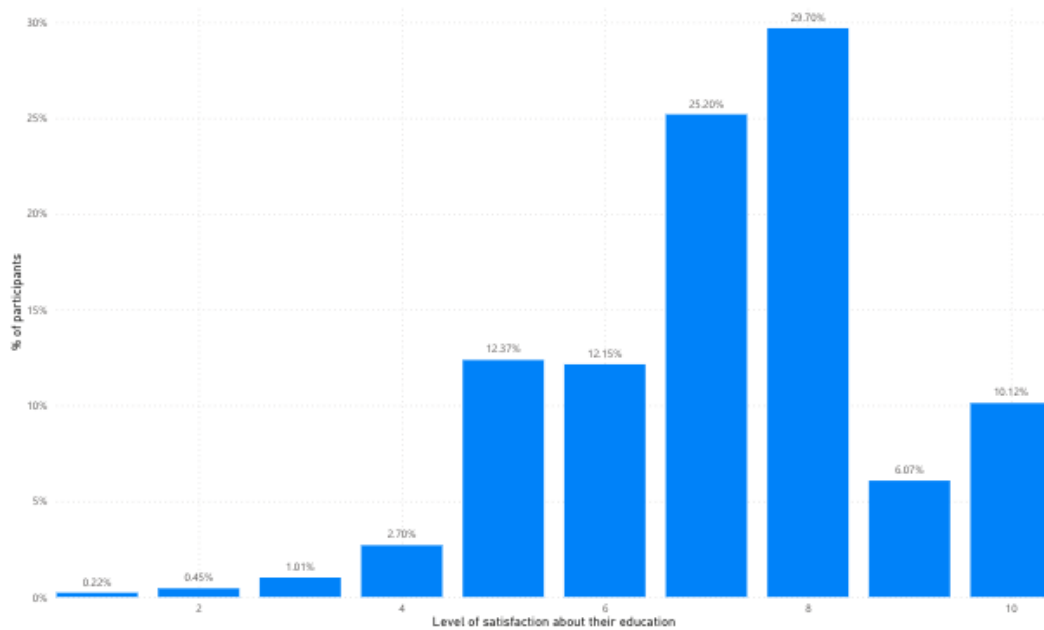


Figure 18. % of level of satisfaction of deaf youth's educational background (EUDY)

The data gathered regarding the employment status shows a low rate of employment among European deaf youth. 43.51% participants do not currently have a job; followed by 27.48% that have a full-time job; 18.32%, a part time job and only the 10.69% of the surveyed participants are freelancers.

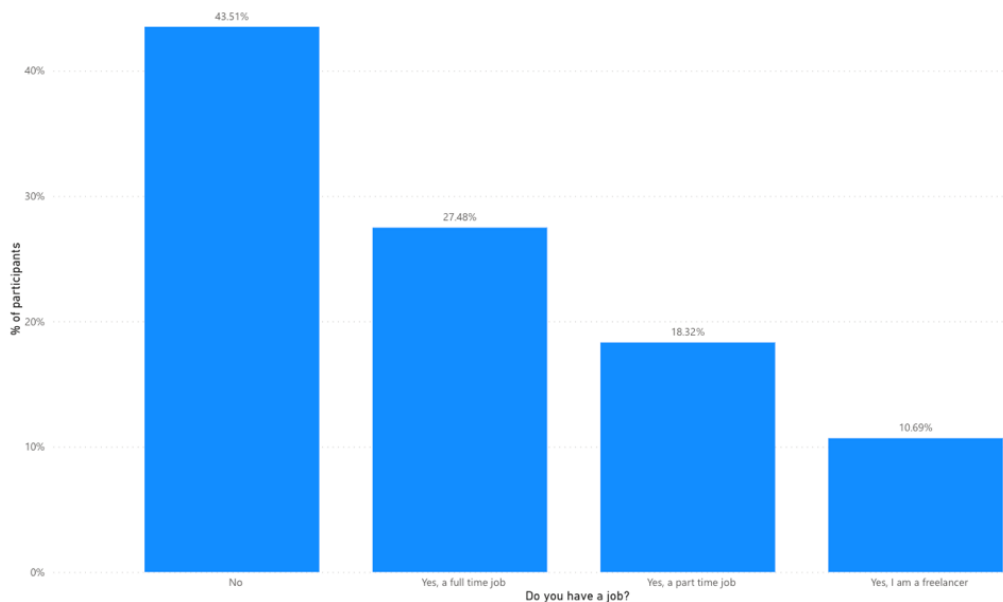


Figure 19. % of participants' employment status (EUDY)

In the data collected from the surveyed countries it is possible to observe that there is no difference between employed and unemployed deaf youth (40.58% for each category). The same goes for Italian deaf youth, 7.97% for each category. But the percentage of unemployment among Polish deaf youth is the highest compared to their three peer countries. Lithuanian deaf youth show the highest employment rate in categories such as “Yes, a full-time job”, “Yes, a part time job” and “Yes, I am a freelancer”, coming to a total of 27.53%.

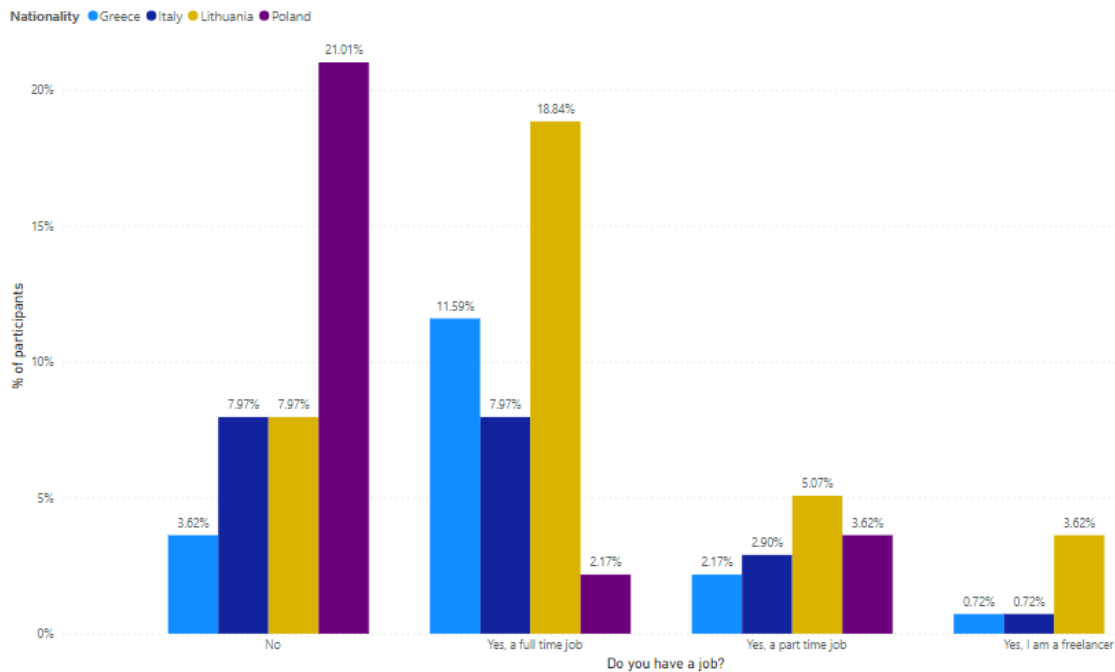


Figure 20. % of participants' employment status (partner organisations)

In the chart below (Figure 12) it is possible to observe that the highest number of unemployed deaf youth are from Italy (6.82%) and Spain (6.82%) followed by France (5.30%). Deaf youth from The Netherlands achieved a higher percentage of employment (8.33%) in comparison with their peers from other countries, followed by deaf youth from The United Kingdom (6.06%).

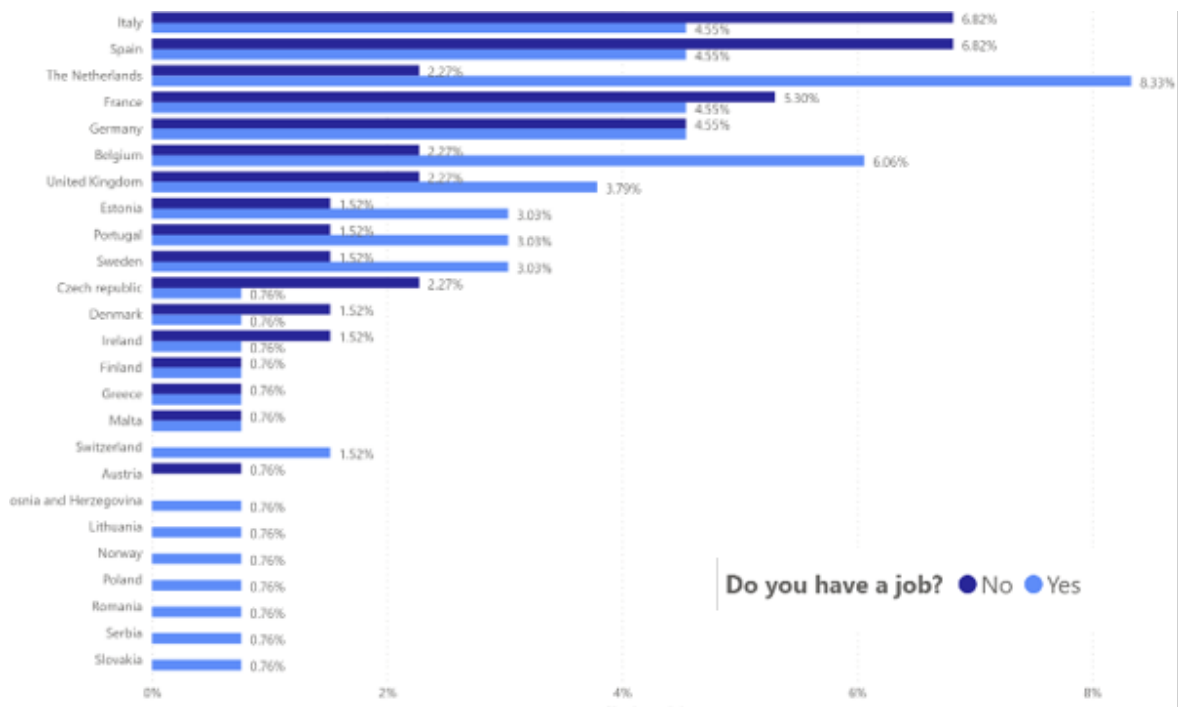


Figure 21. Country vs Employment rate

We observed the employment rate of deaf youth and their respective countries of residence above. Figure 13 shows us that the 22-25 and 19-21 cohorts are largely unemployed. Those aged over 26 are mostly employed, which comes to a total of 30.56%.

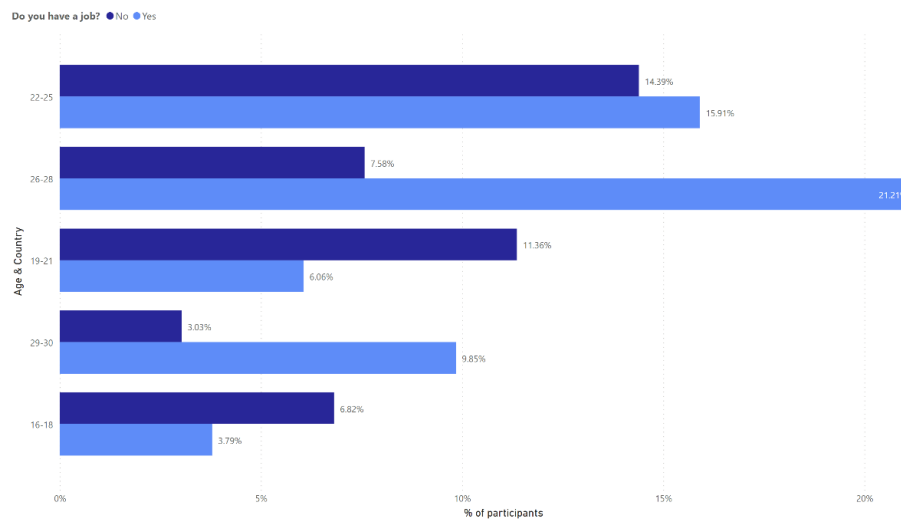


Figure 22. Age group vs employment rate (EUDY)

Despite the age of the Polish participants, their unemployment rate is high across all age groups. The employment rate is higher from 26 years old for the Greeks (10.15%). For Lithuanians and Italians, from 22 years old (28.27% and 16.67% respectively).

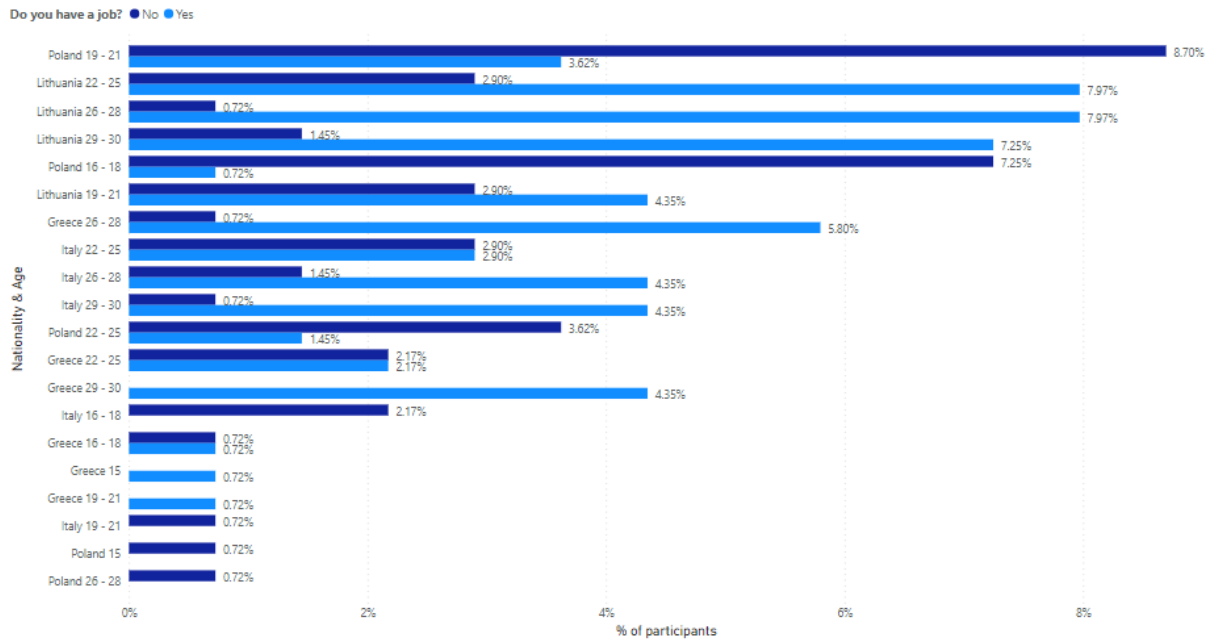


Figure 23. Age group vs employment rate (partner organisations)

For those participants who do not have a job, there were questions in place to gather information about the reasons for their unemployed status.

Before diving into the reasons for the unemployed status of these 58 participants (43.51%), gathered from the “Quality of Life of Deaf Youth” questionnaire, we wanted to gather information about whether the participants had a previous job or not, and whether they are currently actively looking for a job. A total of 35 unemployed participants (60.34%) answered that they never had a previous job; 19 (32.76%) answered that they had a previous job, but they quit; and 4 (6.90%) admitted that they have been fired by their previous employers.

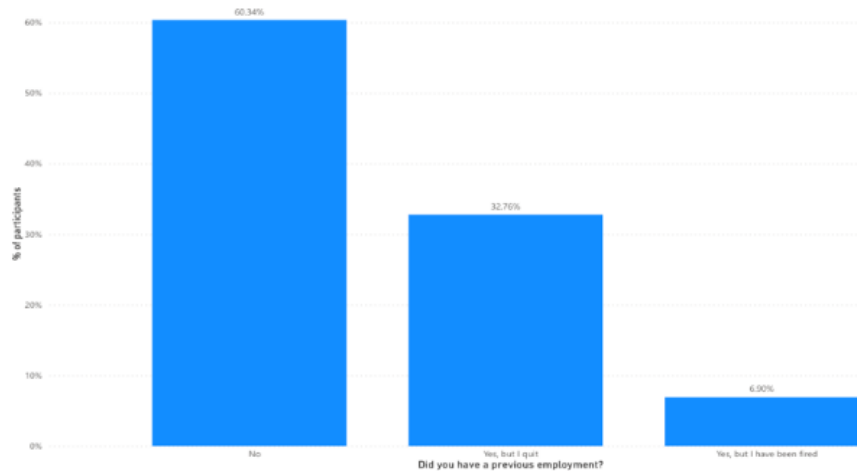


Figure 24. % of participants that had a previous employment or not (EUDY)

The answers from the surveyed partner organisations are similar to those from the “Quality of Life of Deaf Youth” survey. See below (Figure 25).

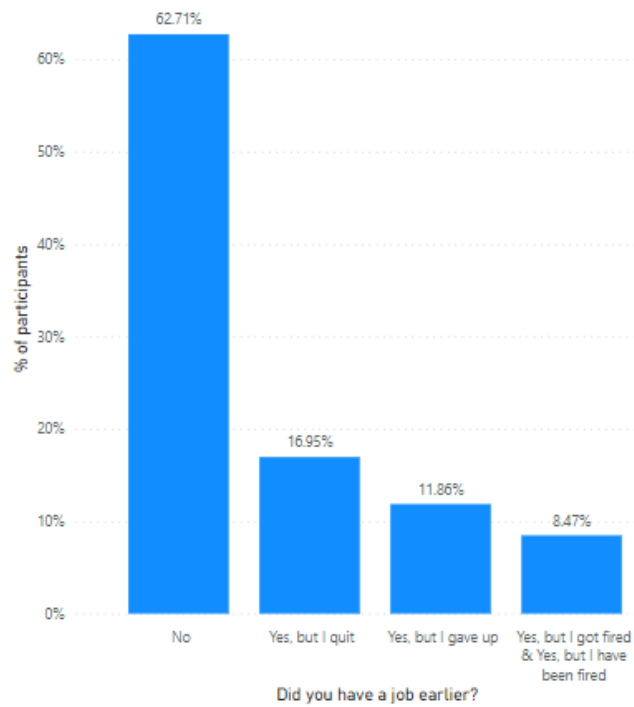


Figure 25. % of participants that had a previous employment or not (EUDY)

Out of 117 unemployed participants from both surveys “Quality of Life of Deaf Youth” and “Individual Deaf/ hard of hearing Youth”, 63 (53.85%) confirmed that they are actively looking for a job, which is slightly more than half of the respondents. The rest of the respondents, which is 54 in total (46.15%), are not currently job hunting despite being unemployed.

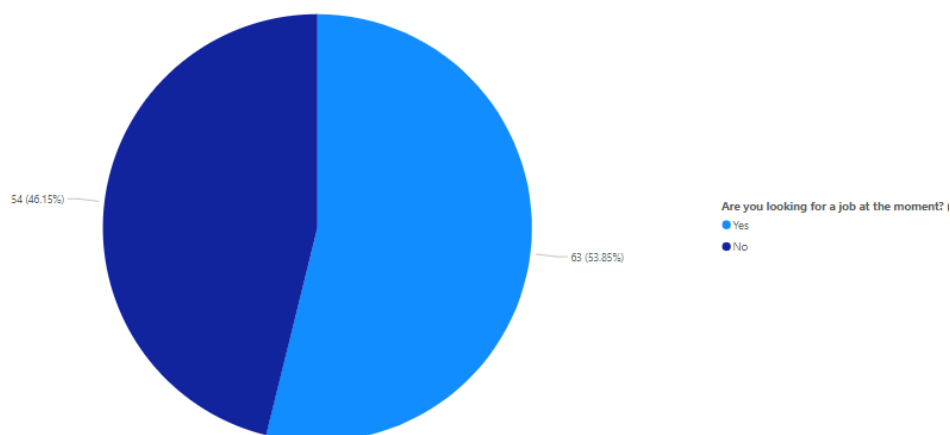


Figure 26. % of deaf young that are actively job hunting

Another question was asked to those participants who are currently unemployed to gather more information about the main reasons. The following multiple choice was offered: I am still studying; language barriers; lack of network; lack of job experience; lack of motivation; and lack of accessibility.

The “Quality of Life of Deaf Youth” participants answered that their main reason for being jobless is because they are still studying (5.75%), lack of accessibility (3.74%) and language barriers (2.01%). If we join both categories: ‘part of reason’ and ‘have influence’, we can see that deaf youth’s reasons for their employment situation are because they are not motivated (7.76%), they experience language barriers (7.47%), they do not have any job experience (6.32%), they experience accessibility issues (6.03%) and lastly, they do not have the network needed to find a job (4.89%). Interestingly, when it comes to the category “no influence”, of the reasons that do not influence their current employment, deaf youth responded that their lack of a network is not the main reason for them to be jobless (5.75%), followed by the lack of job experience (5.17%), lack of motivation (4.60%), lack of accessibility (3.74%), language barriers (3.45%) and their current schooling situation (2.59%).

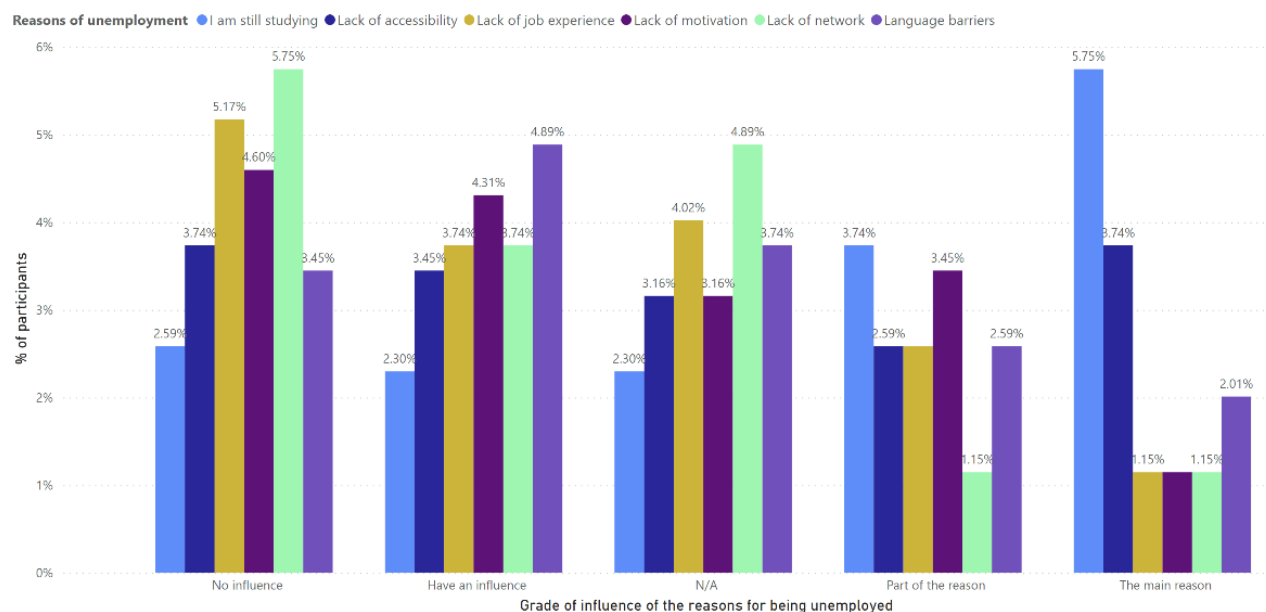


Figure 27. Grade of influence of the reasons for their unemployment situation (EUDY)

In the “Individual Deaf/ hard of hearing Youth” survey, the categories of ‘main reason’ and ‘part of reason’ are merged in order to be able to plot significant information regarding the reasons given by unemployed deaf youth. Also, for consistency, the measurements for the reasons have been adjusted to match the data from “The Quality of life of Deaf Youth” survey.

Despite Associazione Ergon a favore dei Sordi not including this question to their survey, it is possible to observe that just as we saw from the survey from the EUDY, the main reason given is because participants are still doing their studies (8.68%), followed by lack of job experience (7.17%), but the other 7.55% of the surveyed respondents consider that their lack of job experience does not have any influence on their current unemployment. Some participants believe that the lack of accessibility does not have any influence (8.30%) but to a lesser extent, some believe that it does (4.91%). Also, they consider that their lack of a network does not make them jobless (8.68%), as opposed to 4.53% of participants who think that this could be one of the main reasons or part of the reason for their employment status. Surprisingly, there are participants who do not consider that language barriers could be one of the reasons for being unemployed (7.92%).

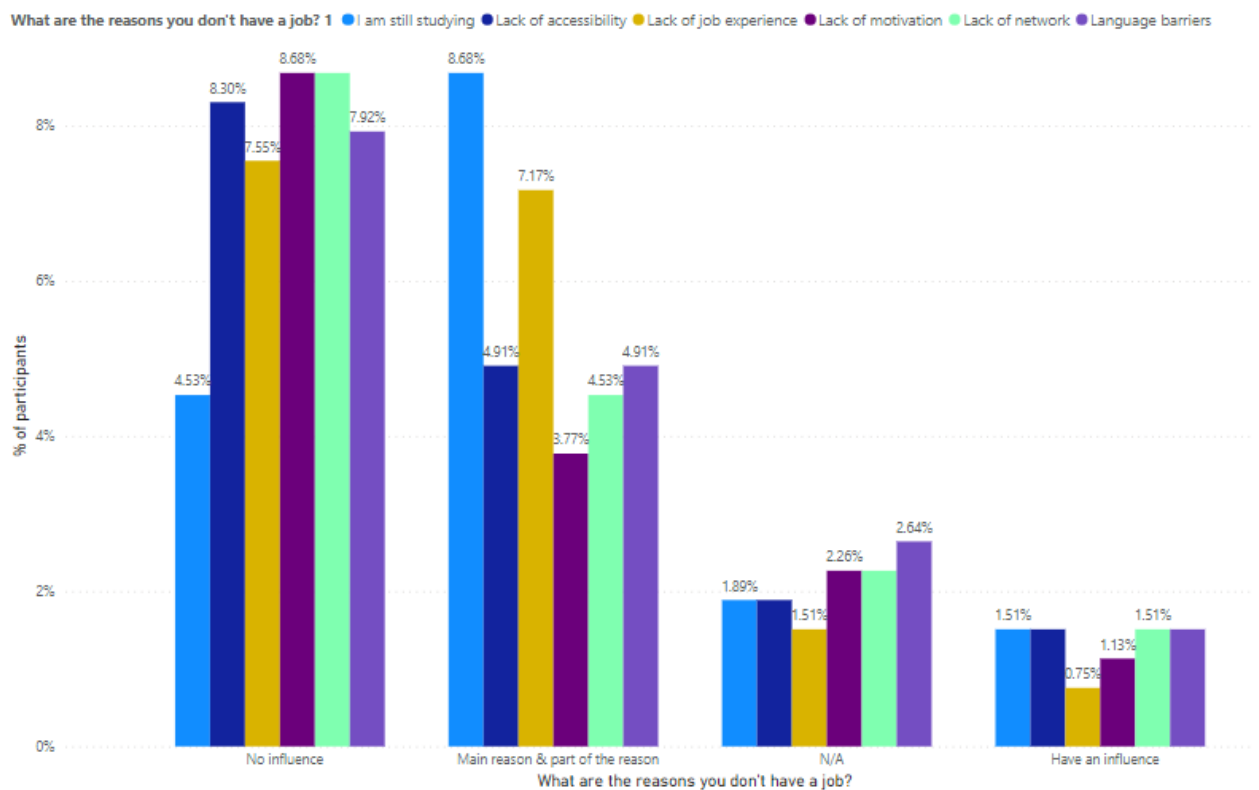


Figure 28. Grade of influence of the reasons for their unemployment situation (partner organisations)

The “Quality of life of Deaf Youth” survey did not include the following question, but the partner organisations of this project did: “What are the greatest challenges you face to find a job? “. 21 options were given for the respondents to choose between. The respondents could check more than one choice.

A list of the first three main reasons offered for unemployment among Deaf/ hard of hearing youth by each country are as follows:

- Greece: Language barriers, lack of government support, lack of networks, limited job opportunities and lack of professional services for the Deaf (2.74% each).
- Italy: Do not know how to job search, lack of government support and limited job opportunities (2.74% each).
- Lithuania: Do not know what kind of work they like (8.22%); language barriers (6.85%); and do not know what their skills or strengths are (5.48%).
- Poland: Do not know what my skills or strength are (4.11%), do not know how to job search (4.11%) and lack of government support (2.74%).

For further information, please have a look at Figure 29.

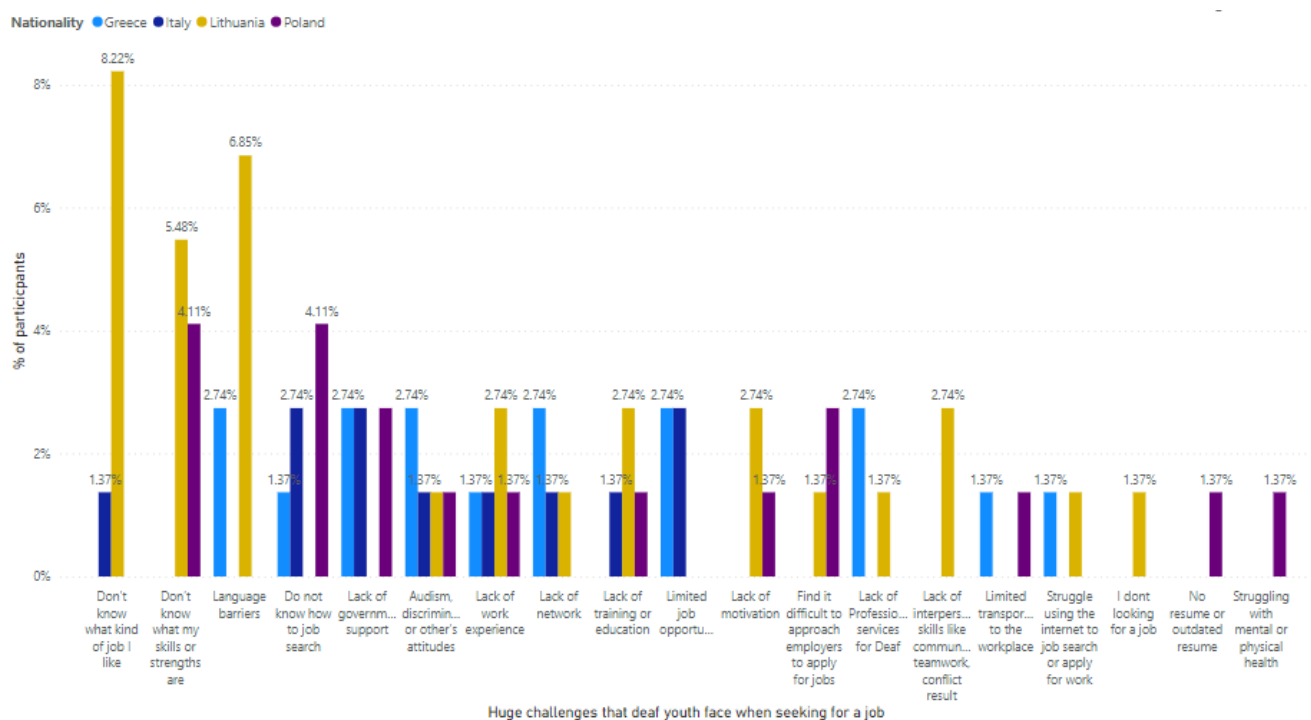


Figure 29. Challenges that deaf youth face when looking for a job by each partner country

The satisfaction level among European Deaf youth regarding their unemployed status is rated at an average of 5.76. Overall, 53.44% of the respondents feel unsatisfied with their unemployed status. The average satisfaction level of the surveyed participants from the partner organisations is 5.28. This shows a similarity of views among deaf youth regarding their unemployment.

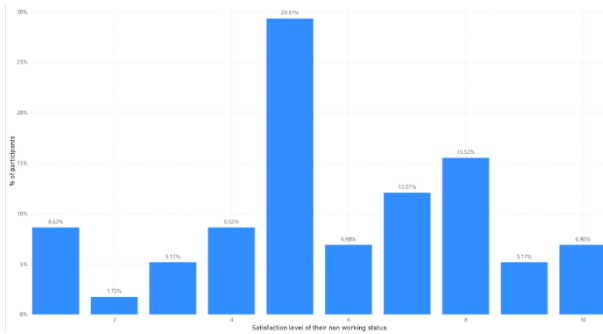


Figure 30. % of satisfaction level of deaf youth's unemployment situation (EUDY)

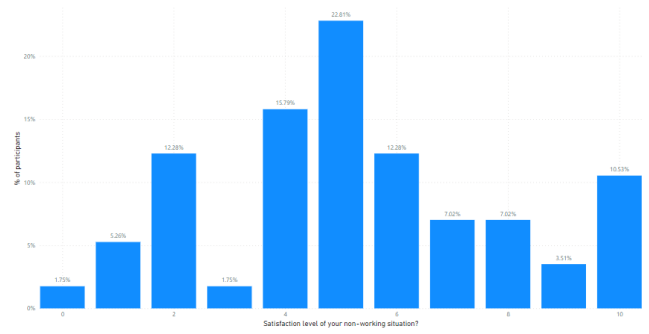


Figure 31. % of satisfaction level of deaf youth's unemployment situation (partner organisations)

The following question focuses on deaf youth from both distributed surveys “Quality of Life of Deaf Youth” and “Individual Deaf Youth” who have replied that they are currently working full time, part time or as freelancers, the question seeks to collect data about their professions. It is possible to observe in the following chart (Figure 18) that the most common occupation among deaf youth is legal, social, cultural and related professionals (15.91%); followed by, in descending order, teaching professionals (12.12%); other teaching professionals (10.61%); business and administration associate professionals (9.85%); labourers in mining, construction, manufacturing and transport (8.33%); drivers and mobile plant operators (6.06%); Information and communications technology professionals (6.06%); science and engineering professionals (5.30%); and other few occupations.

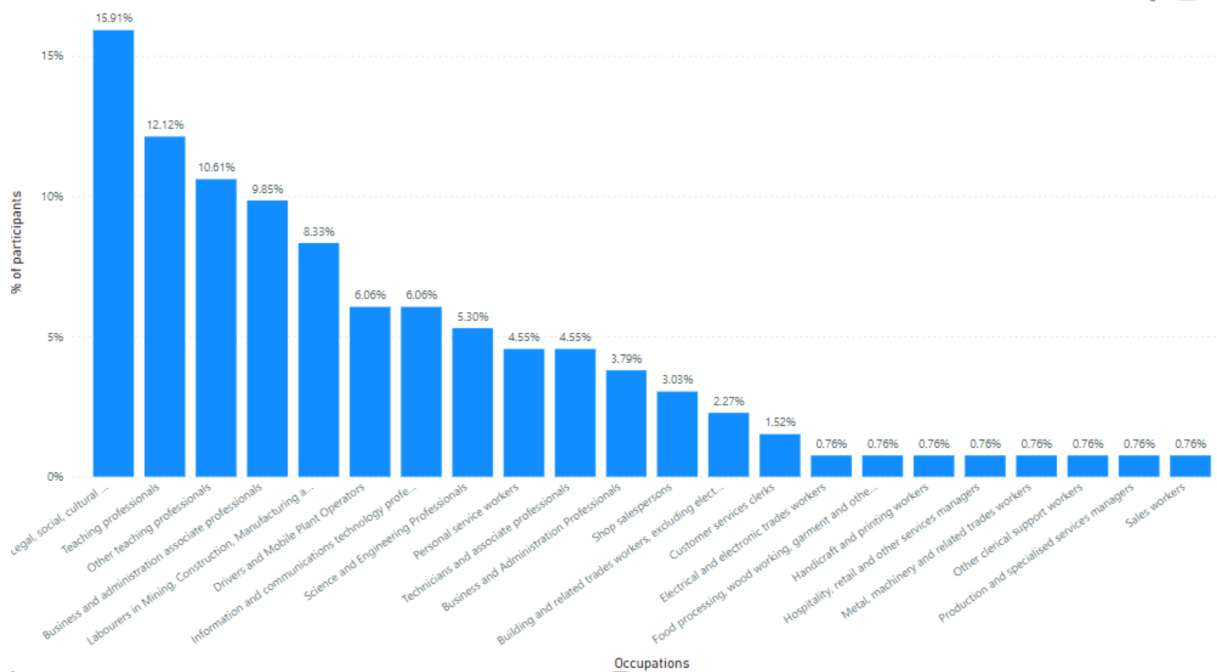


Figure 32. Categories of occupation

The majority of employed deaf youth have their jobs thanks to their network (61.33%), through the Internet (20%), because they have their own company (10.67%), some found their job through their deaf associations (2.67%) and to a lesser extent, through their apprenticeship (1.33%), employment agency (1.33%), job coaches (1.33%) and newspaper (1.33%).

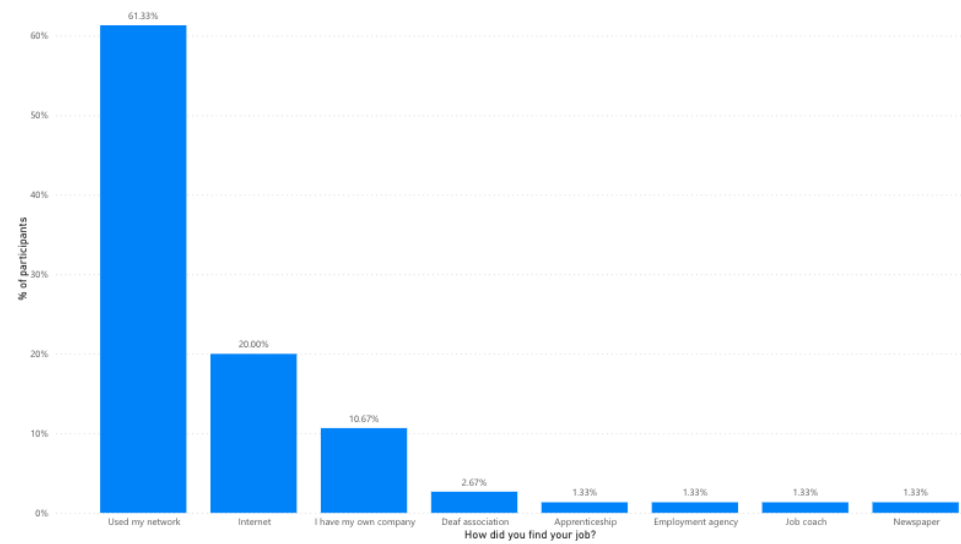


Figure 34. How did deaf youth find their jobs? (EUDY)

Deaf youth networks (56.04%) and Internet (26.57%) are the most common tools among deaf young people from partner organisations. See Figure 36.

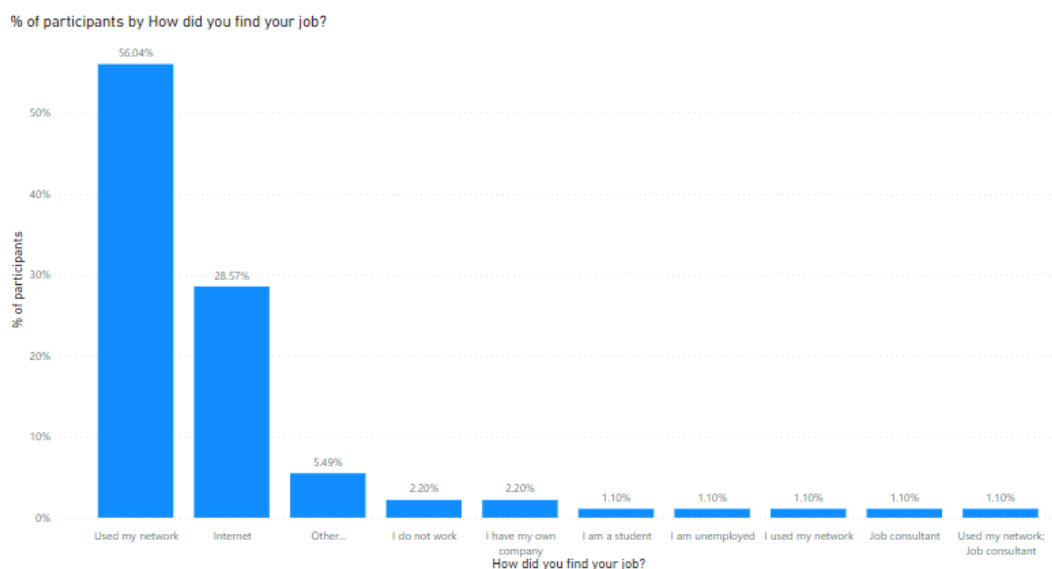


Figure 35. How did deaf youth find their jobs? (partner organisations)

Out of the 75 participants (100%), most of them have been employed for over 1 year (65.34%) and the rest of participants (34.66%) for less than 1 year.

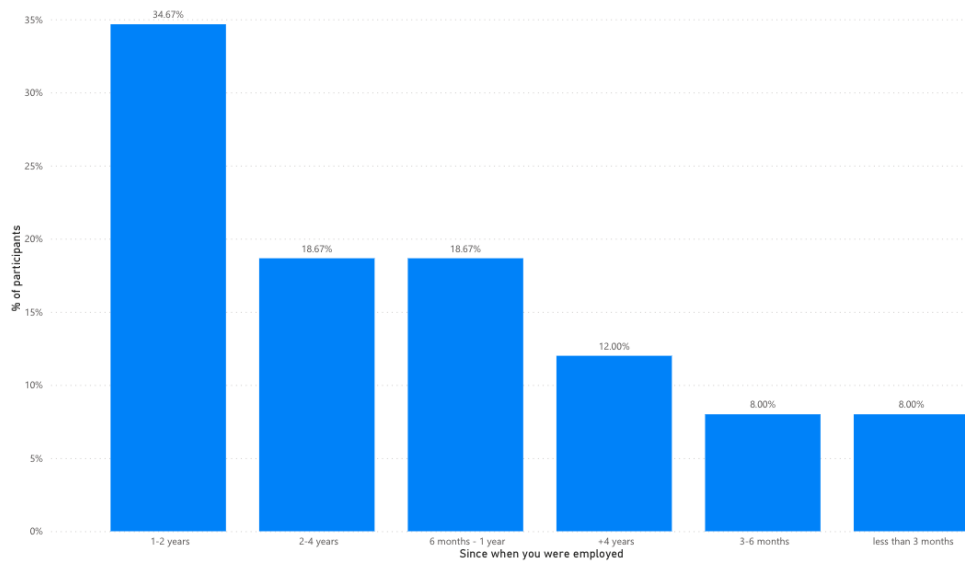


Figure 36. % of deaf youth's duration of employment (EUDY)

Employment for over 1 year seems the most common answer between the 92 participants from Greece, Italy, Lithuania, and Poland (58.69%).

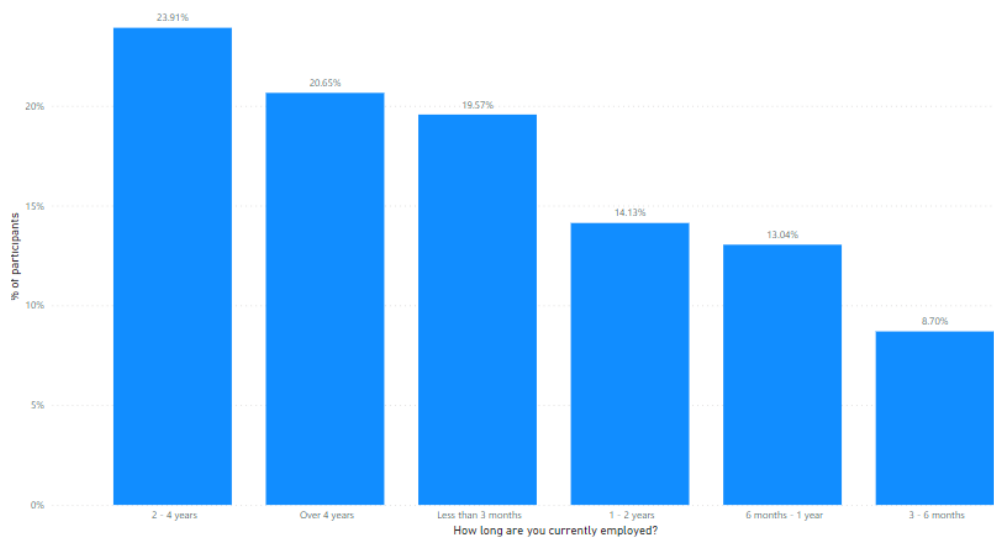


Figure 37. % of deaf youth's duration of employment (partner organisations)

According to “the Quality of life of Deaf Youth” survey, employed deaf youth’s co-workers can be either a mix of deaf and hearing people (42.67%), hearing (34.67%), deaf (13.33%) or they are a lone worker (9.33%). Similar results are found in the data gathered from the “Individual Deaf/ hard of hearing Youths” survey. 41.94% have a mix of deaf and hearing colleagues, whilst 40.36% only have hearing colleagues. A few of them have deaf colleagues (13.33%). 9.33% are lone workers.

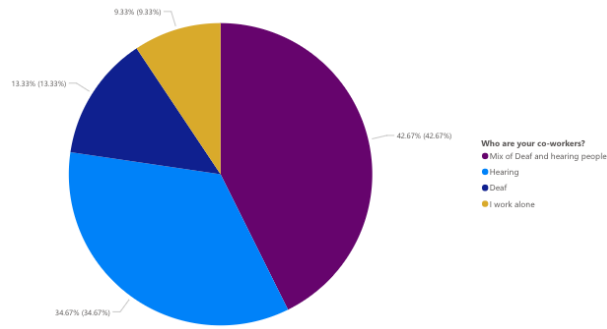


Figure 38. % of deaf youth's co-workers (EUDY)

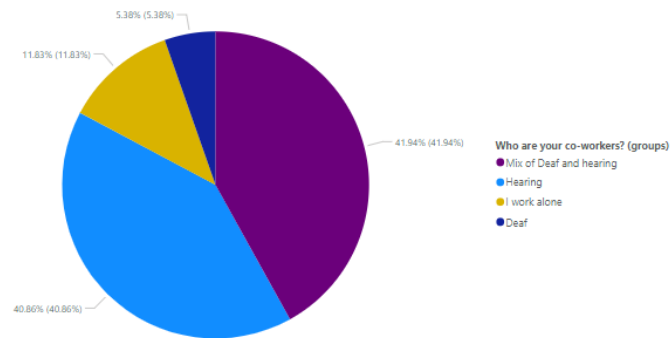


Figure 39. % of deaf youth's co-workers (partner organisations)

Deaf youth with a mix of deaf and hearing co-workers; hearing co-workers; or deaf co-workers indicated that most of them can use sign language (69.34%). And 21.33% do not know sign language as seen in Figure 22. Nevertheless, deaf youth with only hearing co-workers answered that most of them do not know sign language (61.54%) compared to the 38.46% who have affirmed that their hearing colleagues can sign (Figure 23). It is important to highlight that the survey does not specify whether their co-workers' sign language knowledge ranges from knowing a bit of sign language to a fluent level.

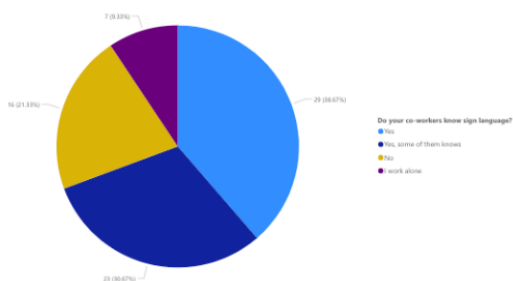


Figure 40. % of co-workers who can sign (EUDY)

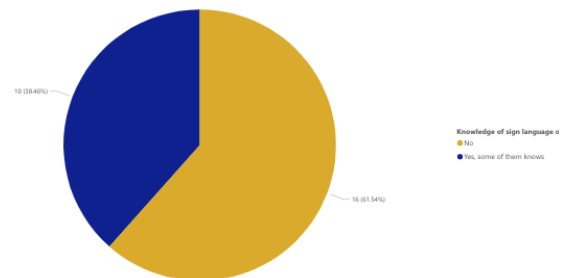


Figure 41. % of hearing co-workers who can sign (EUDY)

In the “Quality of Life of Deaf Youth” survey, deaf youth have stated that their colleagues can sign, in contrast with the “Individual Deaf/ hard of hearing Youth ’s survey, in which participants have stated that slightly over half of their co-workers can’t sign (38.71%), half said co-workers know a bit of sign language (34.41%) and 13.98% of deaf youth stated that their colleagues can’t sign. 12.9% are lone workers. Among those deaf youth with only hearing colleagues, the most common answer is that their colleagues do not know sign language (82.35%).

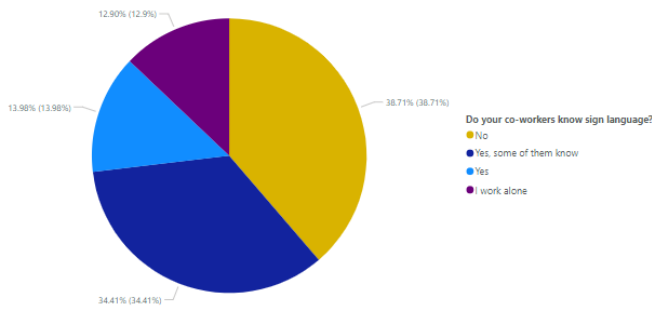


Figure 42. % of co-workers who can sign (partner organisations)

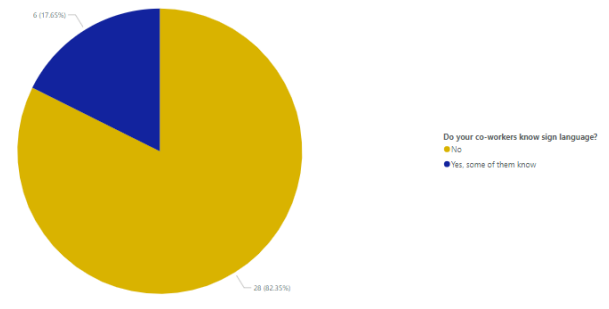


Figure 43. % of hearing co-workers who can sign (partner organisations)

The most popular answer for employed deaf youth for the question “do you experience any accessibility barriers at your workplace?” is that they face some accessibility barriers at their workplace (29.33%).

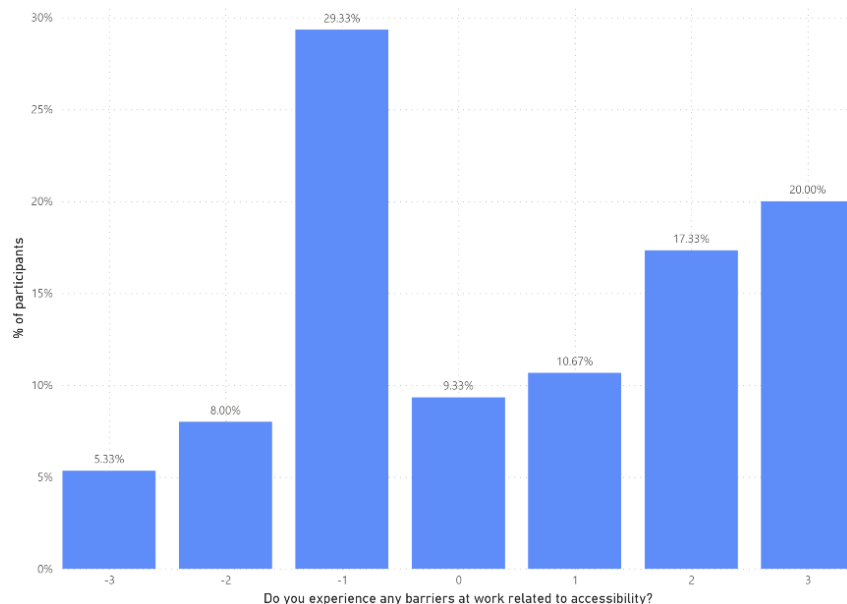


Figure 44. of deaf youth who experience accessibility barriers at their workplace (EUDY)

In contrast with the experiences of the previous deaf youth regarding accessibility barriers at their workplace, the most popular answer of the surveyed participants of the partner organisations is that they 'do not experience' or 'rather not' experience barriers at work (47.47%).

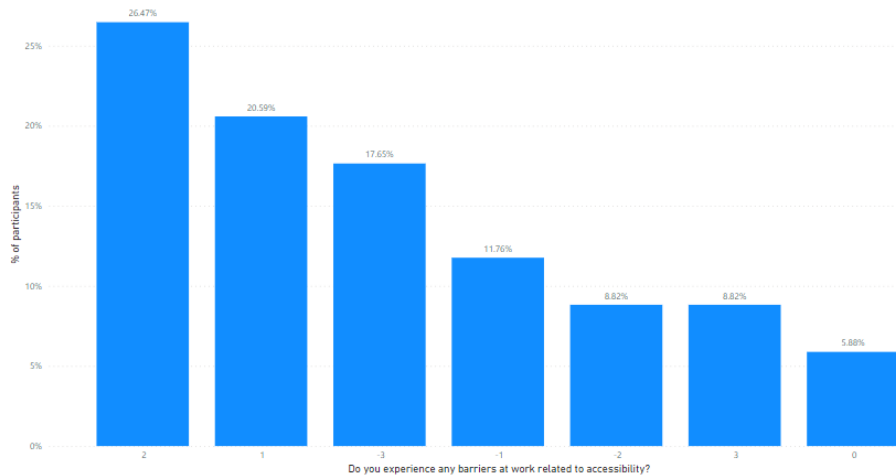


Figure 45. of deaf youth who experience accessibility barriers at their workplace (partner organisations)

The sense of employed deaf youth being supported by their employers seems to be the most common answer if we sum up the following categories: 1 (rather yes), 2 (yes) and 3 (definitely yes). 74.76% and 63.83% respectively.

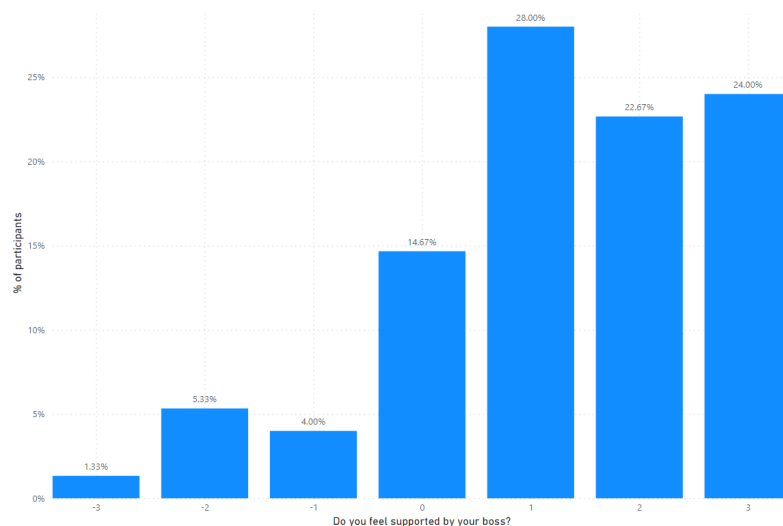


Figure 46. Sense of support by employed deaf youth from their employees

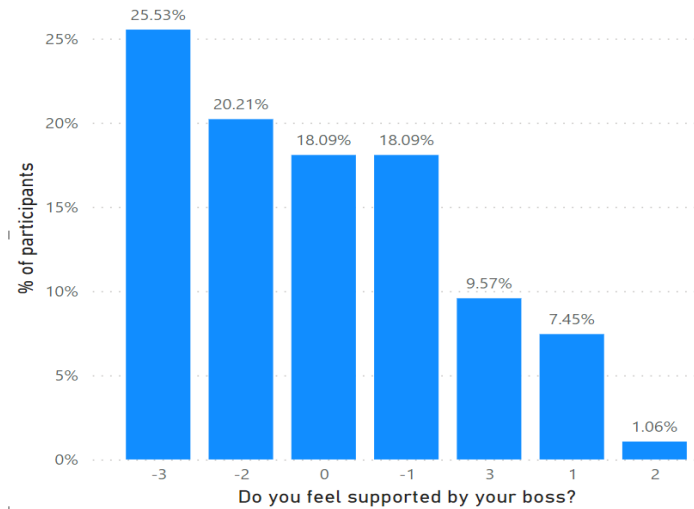


Figure 47. Sense of support by employed deaf youth from their employees (partner organisations)

A considerable number of deaf youths (65.51%) indicated that they feel that they face more barriers to find a job position compared to their hearing colleagues from their countries: 34.48% indicated 'definitely yes', 31.03%, 'yes' and 15.52%, 'rather yes'. 24% of the participants stated that they do not feel they experience more barriers than their peers.

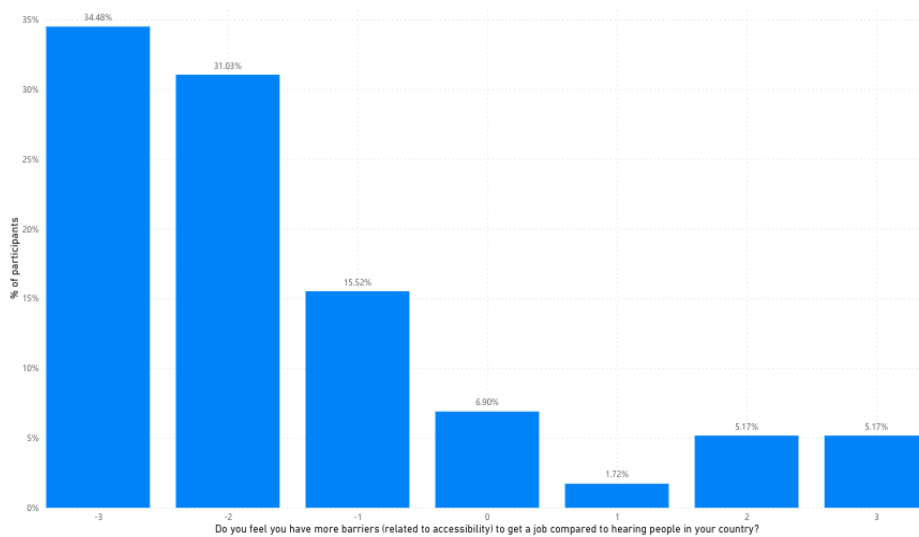


Figure 48. Deaf young job seekers face more barriers than their hearing equivalent in their countries

Likely the previous chart (Figure 30), deaf youth from partner organisations say they face more barriers than their hearing counterparts when looking for a job (51.07%). 32.45% believe they do not experience more barriers than hearing youth from their respective countries (55.73%).

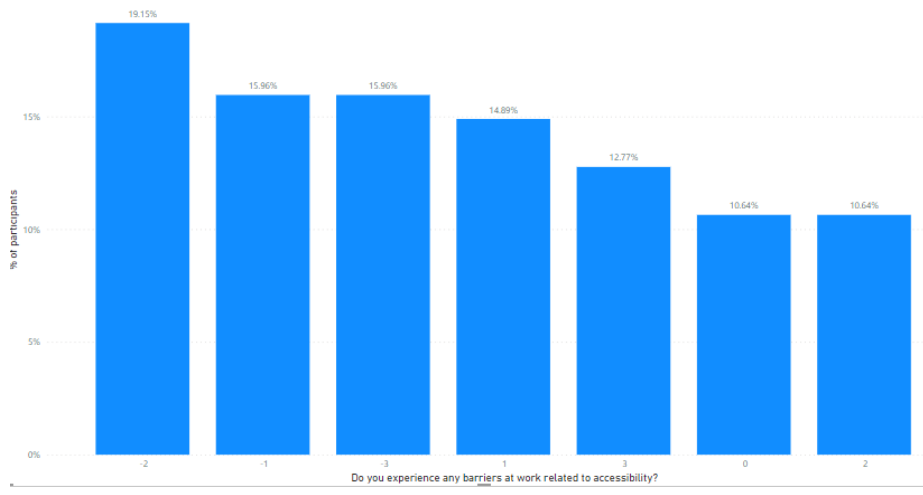


Figure 49. Deaf youth face more barriers than hearing youth in their countries when seeking for job (partner organisations)

Overall, the satisfaction level of deaf youth from both surveys (“Quality of life of Deaf Youth” and “Individual Deaf/ hard of hearing Youths” who are currently employed is quite high, resulting in an average of 7 on a scale of satisfaction from: 0 (definitely dissatisfied) to 10 (definitely satisfied).

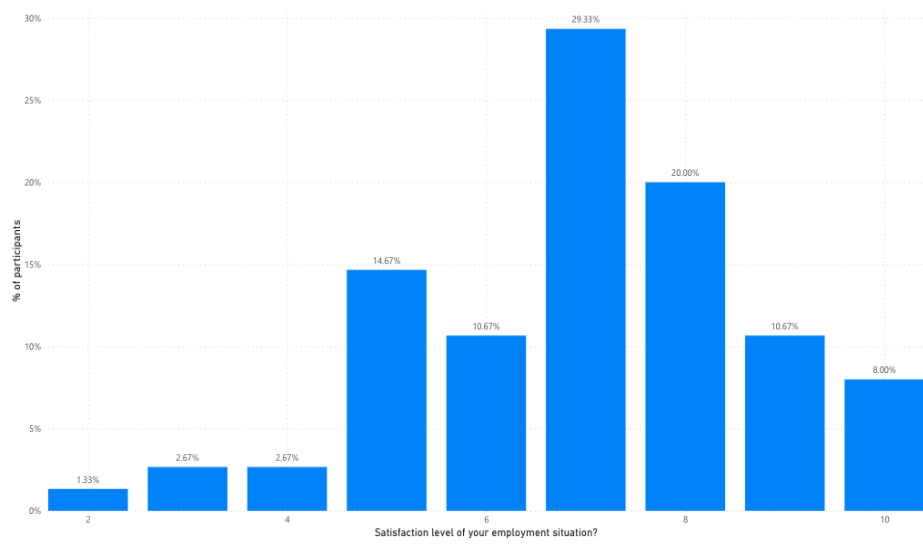


Figure 50. Satisfaction level of employed European deaf youth (EUDY)

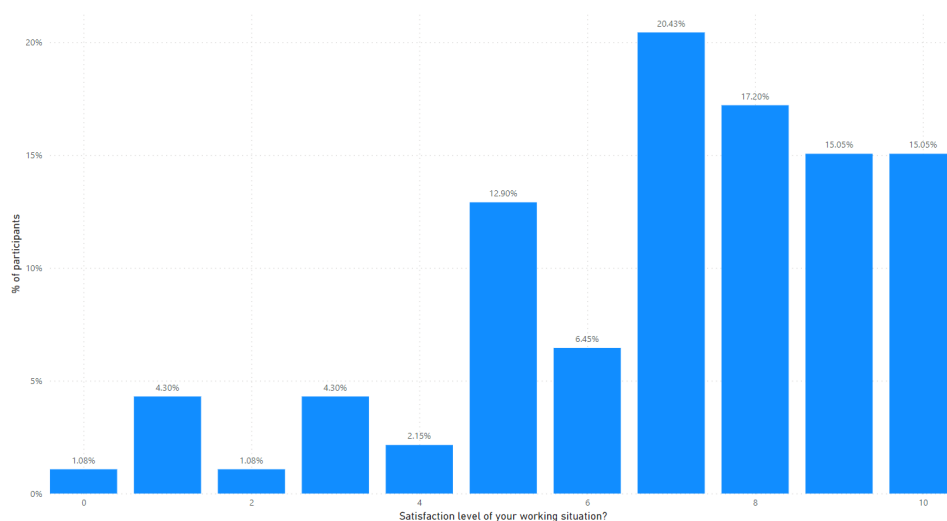


Figure 51. Satisfaction level of employed European deaf youth (partner organisations)

5. Professional Services

In this section we will analyse the data gathered from the professional services survey distributed by this project's respective partner organisations and the EUDY. The aim of this survey is to gain an insight about their role within the young deaf to support them to find job positions and understand their challenges as well as obstacles.

It was intended in the project that each partner organisation would achieve 20 respondents from professional service employees. EUDY only recruited three participants from the Netherlands and Sweden despite their efforts of contacting more than ten professional services providers on employment for deaf and hard of hearing youth in all around Europe. Specjalny Ośrodek Szkolno - Wychowawczy dla Niesłyszących recruited the highest number of participants in the survey. They are sixteen. Centre Of Greek Sign Language (Gkintikas Bros) sourced eleven professionals, while Lithuanian Educational Centre for the Deaf and Hard of Hearing (Lithuania) and Associazione Ergon a favore dei Sordi (Italy) only sourced four each. There are a total of 38 respondents to the survey.

Greek professional services are based in Athens, Peiraeus, St. Paraskevi Special Secondary School for the Deaf and Thessaloniki. For Italy, they are based around Turin. Professional services in Lithuania are spread in the country: Kaunas, Klaipeda and Slaulial. Professional services participants are mostly from Cracow. A few of them are based in Myskenice and one in Warsaw. Sweden did not specify where they are based. The same goes for one professional service in The Netherlands. One from The Netherlands indicated they are in Haren.

There is a diverse profile of professionals surveyed. 26.32% are career consultants (Poland). School teachers form the 24.14% (Italy and Poland). The majority of the surveyed from Greece are teachers (21.05%). 7.89% of them are job coaches (Lithuania, Sweden, and The Netherlands). 5.26% are social workers (Lithuania), recruiter specialists (Lithuania and Greece) and school deans (Poland and The Netherlands). 2.63% is a career advisor. No one is from any employment agency.

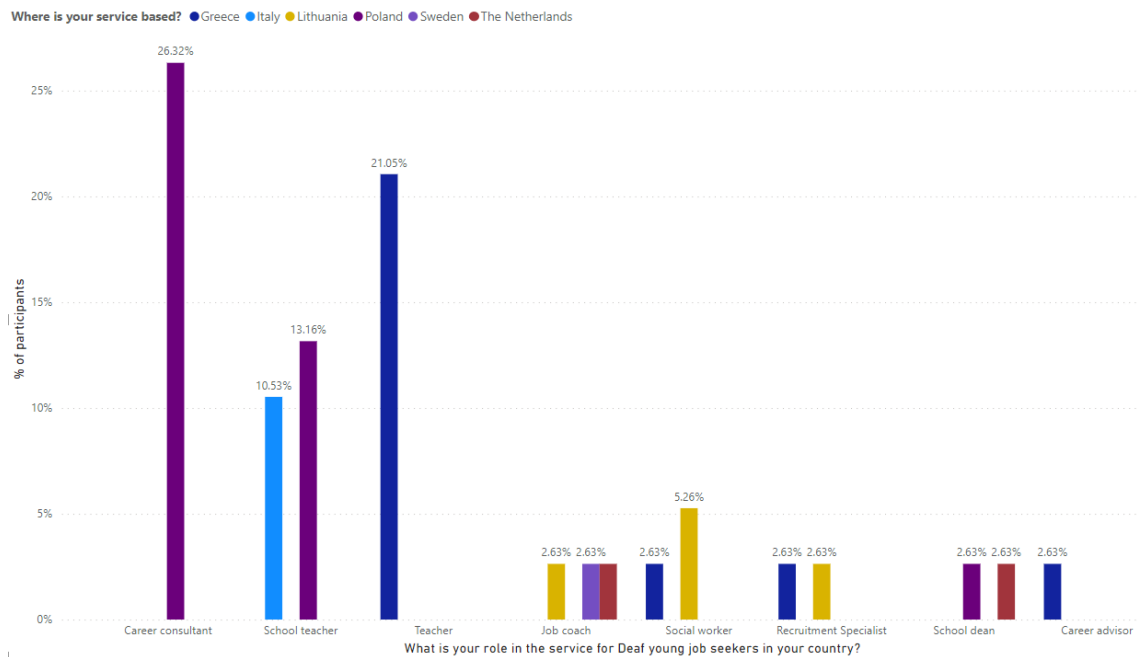


Figure 52. Type of professional service by each country

Out of 38 professionals, 63.16% are hearing, 28.95% deaf, and 7.89% identify as hard of hearing.

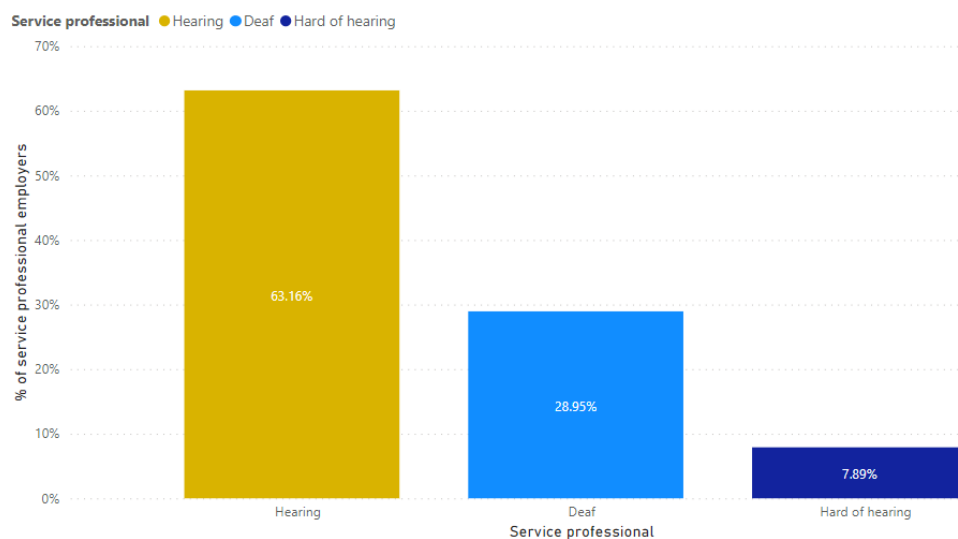


Figure 53. Deaf, hard of hearing or hearing professional service surveyed

Professional service employers from Greece indicated they mainly provide their services to young deaf (17.46%), followed by young hard of hearing (11.11%), young hearing (1.59%) and young with learning difficulties (1.59%). Italian professional services only provide their services to young deaf (6.35%). Lithuanian professional services are focused on young deaf and hard of hearing (37.52%). A high percentage of professional service staff focus their services on their young deaf and hard of hearing customers (34.92%) and some of them (1.59%) each provide their skills to blind, hearing and project participants. Swedish professional services' (6.35%) customers are mainly young deaf and hard of hearing. They also provide their services to all the age groups. The Netherlands' surveyed only offer their services to young deaf and hard of hearing. No professional service checked the option of offering their services to young deaf blind.

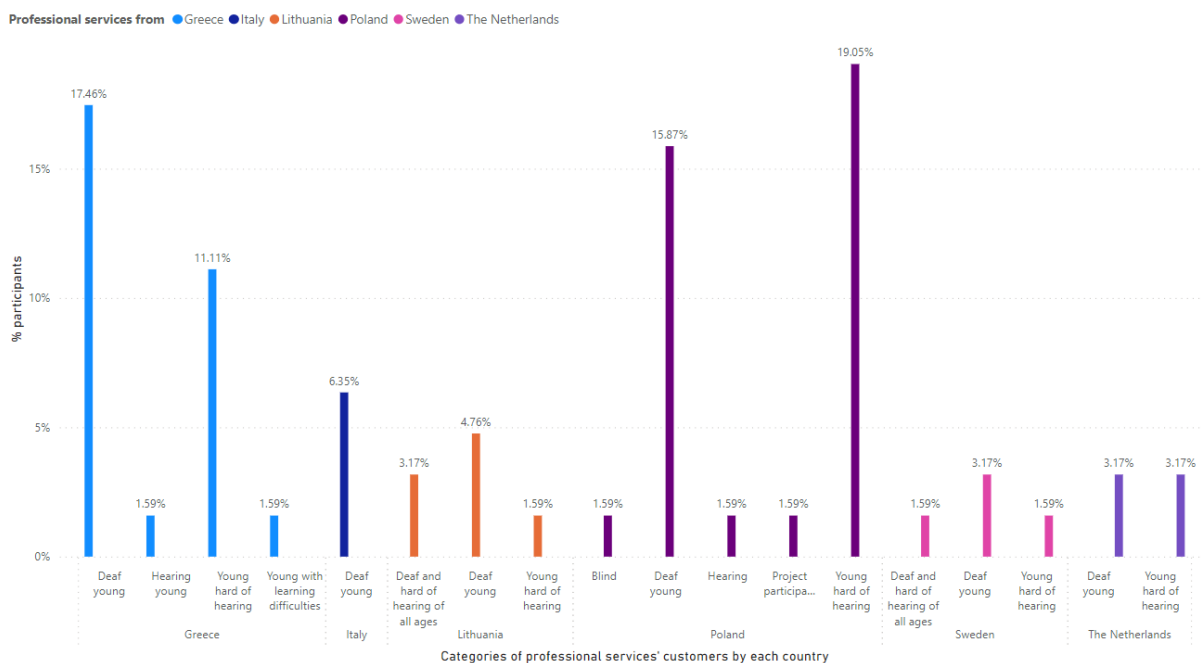


Figure 54. Categories of customers that receive services from professional services employers by each country

It is more common for the professional services to collaborate with a school for deaf and hard of hearing children (31.44% in total, Figure 54). In Greece, some employers collaborate with the Government (5.71%) and their National Association of Deaf Youth and National Association of Deaf (2.86% each). Some of them answered that they were unsure if they worked with some of the organisations listed in the questionnaire. Likewise in Greece, professionals from Italy collaborate with their National Association of Deaf Youth and National Association of Deaf (2.86% each). Professional services from Lithuania do not collaborate with schools for deaf and hard of hearing but with the government (2.85%) and

their National Association of Deaf Youth (5.71%). Poland surveyed indicated they also collaborate with their government (12.86%), National Association of Deaf Youth (4.29%) and National Association of Deaf (10%). Swedish professional service only collaborates with the government. In The Netherlands they work alongside their government (2.86%) to find jobs for deaf and hard of hearing youth. No organisation stated that they collaborate with their respective National Association of People with Disabilities.

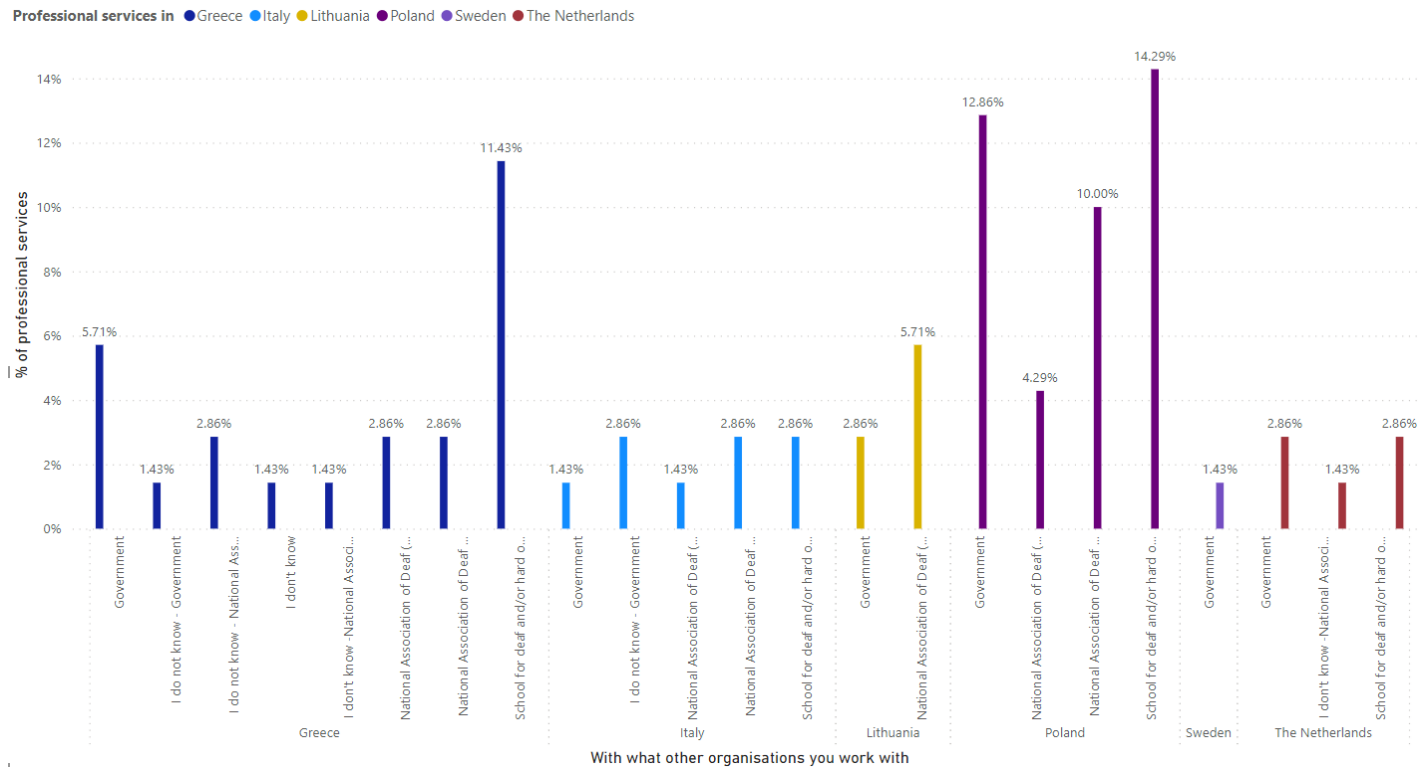


Figure 55. Collaboration between professional services and other organisations

The question asking how many deaf and hard of hearing youth job seekers they support on average each year ranges from 1 to 100 young deaf. Centre Of Greek Sign Language (Gkintikas Bros) did not include the question in the questionnaire. A schoolteacher from Italy stated they support on average 100 deaf youth job seekers every year. In Lithuania the average number is found between 2 to 30. Career consultants and school staff support between 1 to 25 every year. Job coach from Sweden support 20 on a yearly basis. A job coach from the Netherlands supports an average of 100 young deaf.

Table 5. Average of support from professional services' staff to deaf and hard of hearing every year

Where is your service based?	What is your role in the service for Deaf young job seekers in your country?	How many Deaf young job seekers do you support on average each year in your country?
Greece	Career advisor	
Greece	Recruitment Specialist	
Greece	Social worker	
Greece	Teacher	
Italy	School teacher	
Italy	School teacher	10
Italy	School teacher	100
Lithuania	Job coach	10
Lithuania	Recruitment Specialist	30
Lithuania	Social worker	2
Lithuania	Social worker	8
Poland	Career consultant	
Poland	Career consultant	1
Poland	Career consultant	2
Poland	Career consultant	3
Poland	Career consultant	12
Poland	Career consultant	20
Poland	School dean	25
Poland	School teacher	
Poland	School teacher	1
Poland	School teacher	5
Poland	School teacher	10
Poland	School teacher	12
Sweden	Job coach	20
The Netherlands	Job coach	100
The Netherlands	School dean	20

It is possible to observe the answers to the question 'how many staff do their organisation/service have?', on the table below that the higher numbers belong to generally schools for deaf and hard of hearing children and career consultants or career advisors, roughly 100. Smaller numbers are for those respondents who work as job coaches, recruiters, and social workers. Their employed staff is between 1 to 6.

Table 6. Average workforce in their organisations

Where is your service based?	What is your role in the service for Deaf young job seekers in your country?	How many staff do your company/service have?
Greece	Career advisor	100
Greece	Recruitment Specialist	3
Greece	Social worker	5
Greece	Teacher	10
Greece	Teacher	2
Greece	Teacher	20
Greece	Teacher	3
Greece	Teacher	4
Italy	School teacher	
Italy	School teacher	150
Italy	School teacher	250
Italy	School teacher	I do not know
Lithuania	Job coach	1
Lithuania	Recruitment Specialist	6
Lithuania	Social worker	6
Lithuania	Social worker	8
Poland	Career consultant	
Poland	Career consultant	100
Poland	Career consultant	200
Poland	Career consultant	30
Poland	Career consultant	40
Poland	Career consultant	90
Poland	School dean	100
Poland	School teacher	100
Poland	School teacher	12
Poland	School teacher	120
Sweden	Job coach	3
The Netherlands	Job coach	30
The Netherlands	School dean	45

The following questions are focused to measure professional services respondents' services on the employment field for deaf and hard of hearing in their countries.

The following choices for how they facilitate the progress of deaf youth job seekers, in descending order, are as follows: personal skills: prepare personal test and develop skills (18.37%); support: support with writing the letter/application (16.33%); interview: prepare Deaf young job seekers to job interview (13.27%); service: contact employees whenever deaf young job seekers need (11.22%); advice: provide consultant sessions for Deaf young people and employers (11.22%); information: provide information about rights and responsibilities for both parties (11.22%);

network: give tips to build network (10.20%); training - provide different (online) training to the needs of Deaf young job seekers (7.14%); and lastly, other: vocational consultancy (1.02%)

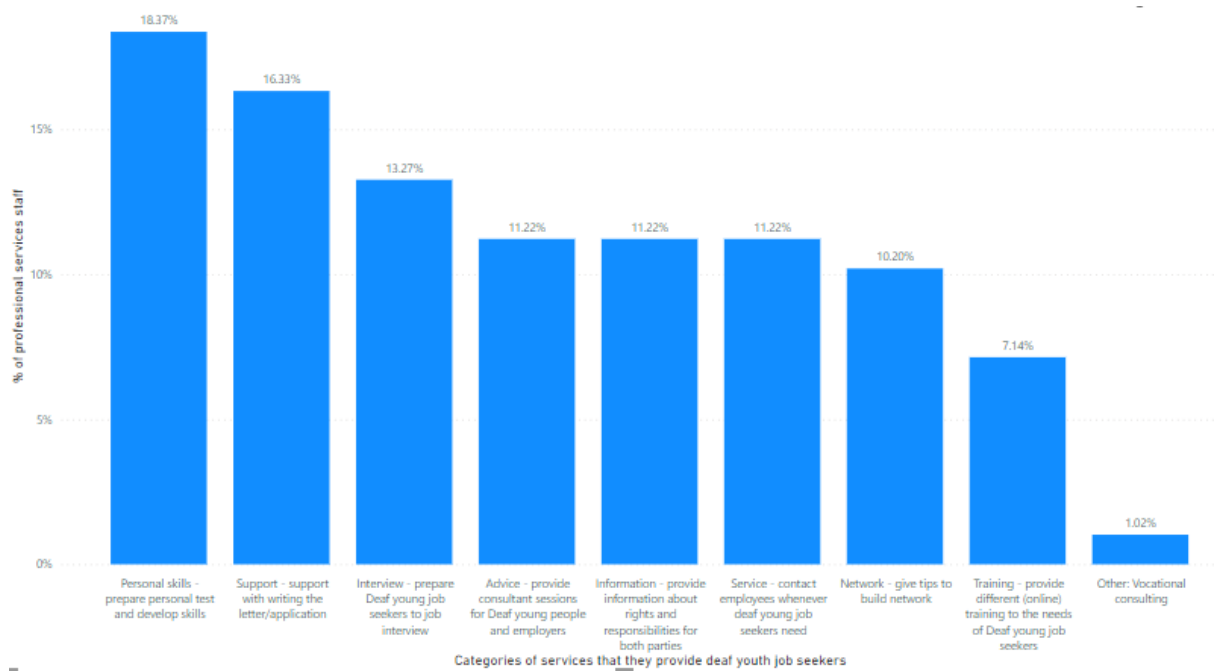


Figure 56. Services that they provide to young deaf and hard of hearing job seekers

The topics that professional services indicated they include to support deaf and hard of hearing youth job seekers in order from highest to lowest as seen in Figure 56 are: how to write a resume (CV) and cover letter (12.42%); using social media in your job search (11.18%); how to do job interviews (10.56%); what are the jobs-in-demand (10.56%); stress management (8.70%); how to approach employee (7.45%); field trips to worksites (6.83%); how to do presentations on the needs of a Deaf young job seeker(6.21%); teamwork, communication, and conflict resolution skills for the workplace (5.59%); employment standard: right and responsibility as employee (4.35%); unpaid Work Experiences to try out different jobs and see if there is a fit (4.35%); work life balance (3.73%); volunteer or Job shadowing to explore different careers options (3.11%); finances and budgeting of salary (1.86%); guest employers (1.24%); and other topics such as guidance in selecting schools, universities, etc., and preparation of IPRF and Balance of Completion 0.62(% each).

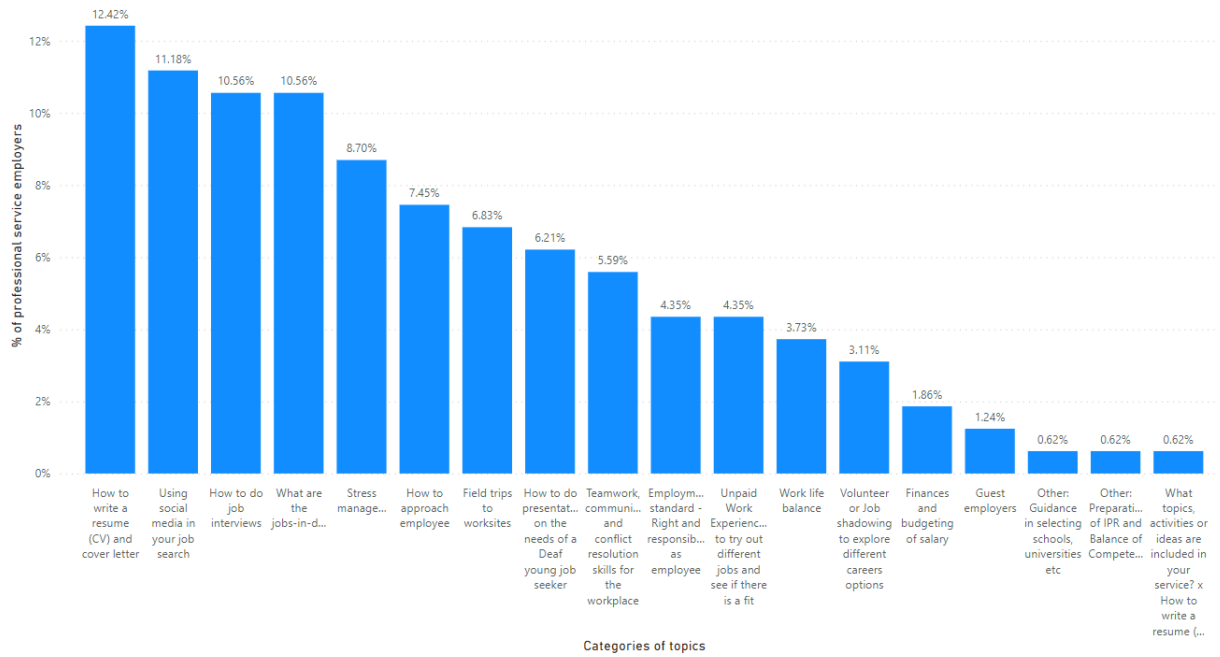


Figure 57. Categories of topics that professional services offer to deaf and hard of hearing youth job seekers

The most recurring obstacles that the professional services' staff face about their services to young deaf and hard of hearing job seekers happens when they try to find suitable job positions matching deaf and hard of hearing job seekers (39.19%). Followed by finding as many as different vacancies as possible (2.03%), having interviews to measure deaf and hard of hearing youth's profiles (17.57%), finding the right staff to meet deaf and hard of hearing youth's requirements (16.22%)

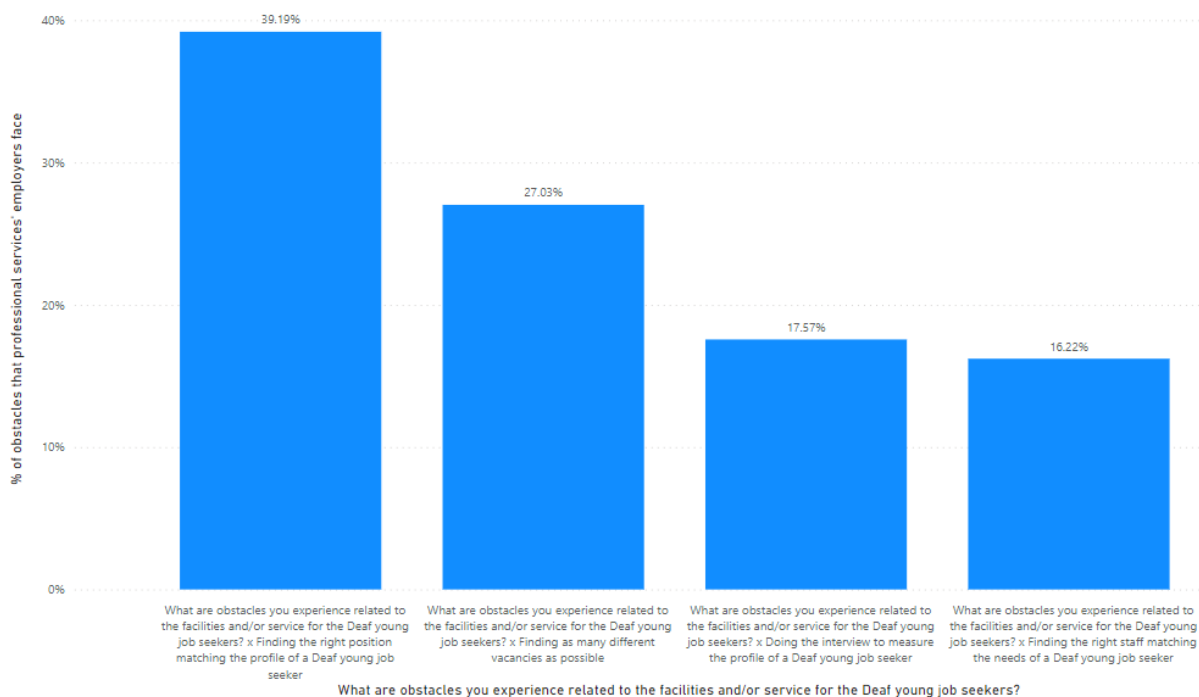


Figure 58. Obstacles that professional service employers face when supporting deaf and hard of hearing youth job seekers

Based on professional services' information from 2016 to 2021, the average for deaf and hard of hearing youth getting a job varies between 40 to 60 from a scale measure of 0 to 100. The average for not getting a job comprehends a scale of 24 to 30.5. The average of deaf and hard of hearing youth that found a job but it is not what they hoped for ranges from 5 to 40. The Swedish job coach indicated that the average for deaf and hard of hearing youth of getting a job or not getting a job of their liking is 5. Italian respondents only stated the average of getting a job but not the average of failed attempts of getting job positions by young deaf and hard of hearing. The Greek Centre of Sign Language did not add this question to their survey.

Table 7. Average of success and failures of deaf and hard of hearing youth in getting a job position

Where is your service based?	Got a job	Didn't get a job	Got a job, but it is not what it hoped for
Italy	60		
Lithuania	69.5	24	18.5
Poland	39.54	30.5	35
Sweden	5		5
The Netherlands	42.5	25	40

Out of 38 professional services respondents, 39.47% indicated that they sometimes experience language barriers when attending deaf and hard of hearing young job seekers. 14 of them, 36.84% answered that they experience language barriers when offering their services. 23.69% of them do not experience communication barriers.

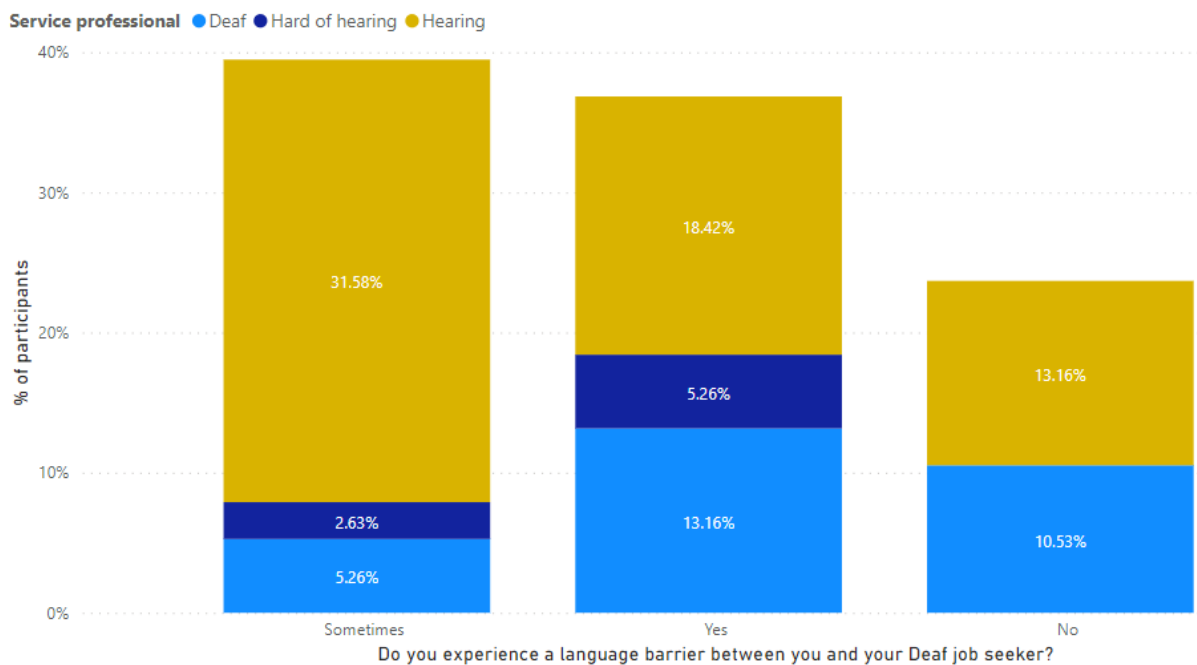


Figure 59. service professionals facing language barriers when offering their service to deaf and hard of hearing youth job seekers

The following section of the survey contains questions that are aimed to find further information about professional services workers' perspective on employment for young deaf and hard of hearing in their respective countries.

In the individual opinion of each professional service, they observed that most common challenges that deaf and hard of hearing youth job seekers face are as follows:

- Language barriers (8.63%)
- Don't know how to job search (8.31%)
- Don't know what their skills or strengths are (8.21%)
- Find it difficult to approach employers to apply for jobs (7.99%)
- Limited job opportunities (6.71%)
- Lack of interpersonal skills like communication, teamwork, conflict result (5.75%)
- Lack of work experience (5.75%)
- Don't know what kind of job they like (5.43%)
- Lack of government support (5.43%)
- Lack of training or education (5.43%)
- Lack of Professional services for Deaf (5.43%)
- Lack of motivation (3.83%)
- Lack of network (3.83%)

- Audism, discrimination, or other’s attitudes (3.51%)
- Unfamiliar with the world of work (3.51%)
- No resume or outdated resume (3.51%)
- Not being aware of rights and responsibilities in the workplace (2.88%)
- Struggling with mental or physical health (2.24%)
- Struggle using the internet to job search or apply for work (1.92%)
- Limited transportation to the workplace (0.96%)
- Other: they do not know how to look for job (0.96%)

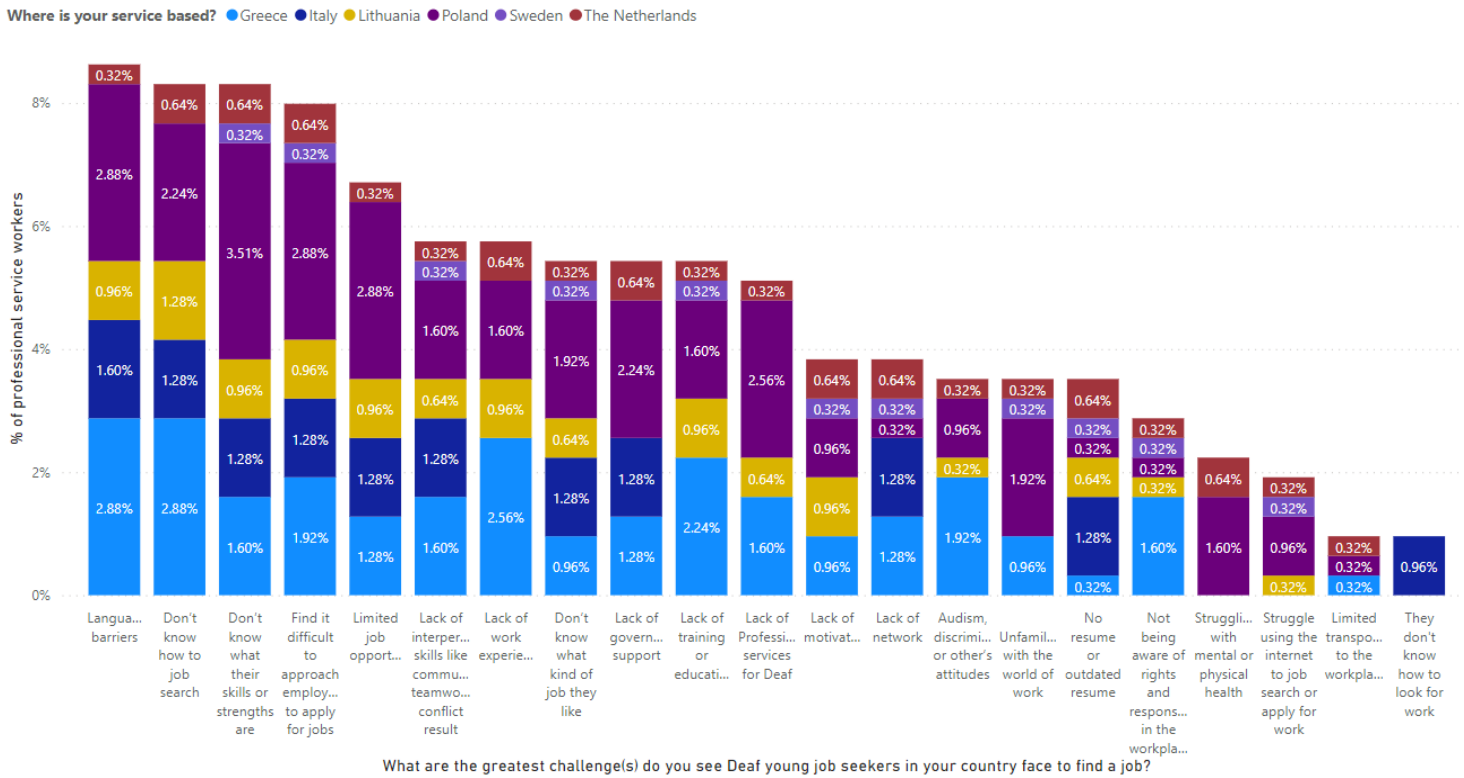


Figure 60. % of most challenges that deaf and hard of hearing job seekers that face to find a job by professional services staff

Over 50% of them agree that deaf young job seekers experience more barriers than their young hearing counterparts in their respective countries to find a job.

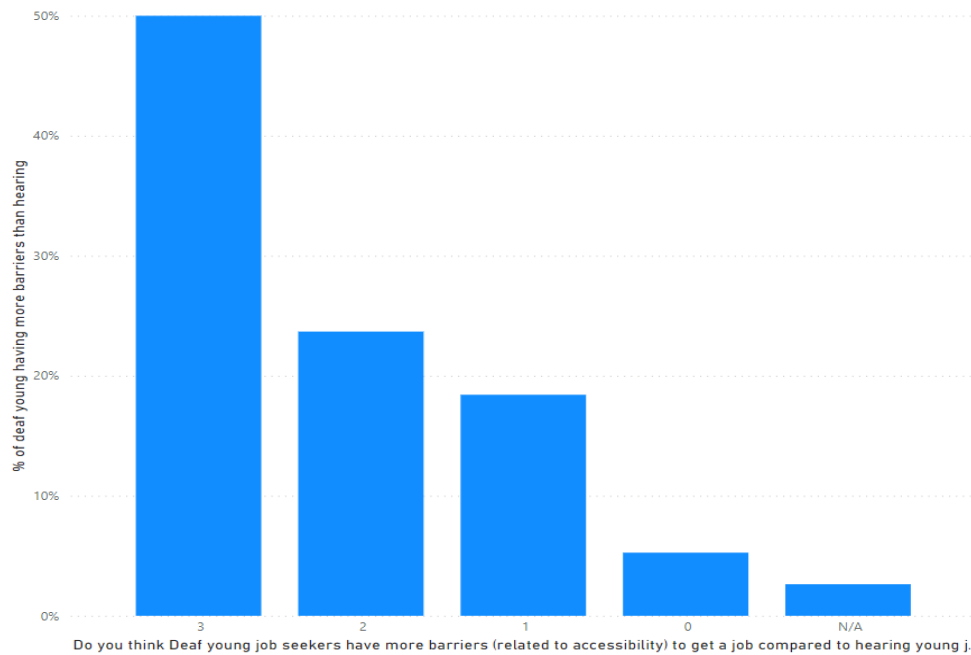


Figure 61. Perception of professional services on deaf youth job seekers' barriers compared to their hearing peers

To finalise with the survey, two questions were asked regarding the solutions that the surveyed professional services would like to see implemented related to accessibility and the solutions that the Deaf young job seekers would like to see about accessibility.

Suggested solutions that would be beneficial to improve accessibility are giving awareness workshops about deaf communities (to reduce stereotypes of deaf and hard of hearing individuals) and sign language; setting up employment agencies specialised to attend deaf and hard of hearing job seekers; governments implementing national policies for the employee to include disabled individuals in their workplaces; creating awareness at a national level through ad campaigns about the benefits of a multi-skilled and multi-faceted (multi-(handi)capped) team and what hiring someone who has faced a lot of obstacles in life means for the team while highlighting the positives, those obstacles could also mean inventiveness, creative solution-finding, etc.

Professional services' participants suggested the following solutions that deaf and hard of hearing job seekers would like to see implemented: an accessible communication of employees hiring deaf employers would be beneficial; deaf and hard of hearing youth would appreciate jobs tailored according to their skills and abilities; sign language interpreter either at every stage of the recruitment process and/or at their workplaces; creation of guidelines to erase stereotypes about the deaf among recruiters or HR specialists; propose changes in the regulations and requirements for job positions; a sign language interpreter at every stage of the recruitment process; provide deaf and hard of hearing workshops about their job rights; and the design of a website with introductory

videos of different companies in the format of video clips with added captions and translations in sign language.

Table 8. Suggestions and ideas regarding accessibility

Where is your service based?	What is your role in the service for Deaf young job seekers in your country?	What are the solutions you would like to see related to accessibility?	What are the solutions you think the Deaf young job seekers would like to see related to accessibility?
Italy	School teacher (hearing)	General training on LIS	Facilitated communication
Italy	School teacher (deaf)	LIS teaching (sensitization) in every company	See the availability of staff in the face of deafness
Lithuania	Job coach (Hard of hearing)	Setting up an employment agency	I don't know
Lithuania	Recruitment Specialist (hearing)	Tolerance	More job offers, tailored jobs
Lithuania	Social worker (Hard of hearing)	Tolerance	Work at a job you like
Poland	Career consultant (hearing)	I expect more interest in deaf people from the state and systemic solutions	As above
Poland	Career consultant (hearing)	Job offers/workplaces prepared for people with hearing impairment; for people with hearing impairment service in specialised institutions using sign language	Casual communication in sign language; perceiving people with hearing impairment as a valuable employee
Poland	School teacher (deaf)	Personal assistant in the workplace	First, read their CV and qualifications, and accept them for a trial period. It's good to have an interpreter
Poland	Career consultant (hearing)	Support from state institutions, familiarising the public with the culture of the Deaf, and forms of communication with a deaf person	Greater opportunity to gain experience through internships, apprenticeships, training employees of institutions that support young people with hearing impairment in entering the labour market (knowing the needs of Deaf people)

Poland	Career consultant (hearing)	Support, e.g., a employment supporting trainer	Help in defining a professional goal and help in looking, finding a job - at least with the first one
Poland	Career consultant (deaf)	When it comes to a workplace: the overthrow of dispel the stereotypes about the deaf among employers, changes in OSH regulations and occupational medicine requirements, light signals and digital information strips under megaphones in warehouses and industrial plants, sign interpreters at meetings, assemblies, trainings and employee conferences	Overthrow of dispel the stereotypes about the deaf among recruiters or HR specialists, changes in OSH (Occupational Safety and Health) regulations and requirements in occupational medicine, providing a sign language interpreter at every stage of the recruitment process
Poland	School teacher (hearing)		Sign language interpreters
Poland	Career consultant (hearing)	Sign language training for career counsellors and other specialists	Sign language specialists
Poland	School dean (hearing)	Employing an assistant who will support the young deaf worker for the initial period of employment, e.g., for one month	The presence of a sign language interpreter in the workplace or an assistant
Poland	School teacher (hearing)	Showing them how and where to look for a job	Translator assistance
Poland	Career consultant (hearing)	Personal assistant in the workplace	Workplace support
Sweden	Job coach (deaf)	The government needs to make a national policy that says workplaces have to include people with disabilities. More information to workplaces about sign language and about	More knowledge about their rights.

		being deaf in everyday life.	
The Netherlands	School dean (hearing)	Creating awareness at a national level through ad campaigns about the benefits of a multi-skilled and multi-faceted (multi-(handi)capped) team and what hiring someone who has faced a lot of obstacles in life means for your team (highlighting the positives, those obstacles could also mean inventiveness, creative solution-finding, etc.)	A website where companies present themselves in a similar way to the clips we see at the questions in this questionnaire: visually, with a possibility to at least add CC to video, but maybe the website/platform could receive funding to also include translation into sign with each intro video for employer/general company intro video.
The Netherlands	Job coach (deaf)	The list is long.... Employers don't know how to deal with deaf people. They don't speak each other's language. Deaf people have not led to profile themselves	This list is long too... Speak the same language, better education about work in school and learning to sell yourself

6. Deaf Youth Associations

This section will encompass the EUDY's survey for Deaf youth organisations. The survey focuses on the professional services that Deaf youth use to look for jobs that are offered in the either YNADs or NADs of their respective countries. This survey contains two sections: the first section focuses on the viewpoint of Deaf youth organisations on professional services and the second emphasises the viewpoint of the Deaf youth organisations on Employment in their countries.

This survey was distributed through 31 YNADs who are affiliated with EUDY. Out of 30 YNADs, only 21 YNADs filled in the survey as seen in Figure 62.



Figure 62. Map of YNADs who answered the EUDY's survey

Those who completed the survey are mainly the Youth Board (80.95%), followed by a Youth Worker (Croatia and Romania, 9.52%), Employment Coordinator (Finland, 4.76%) and YNAD worker and board leader (Norway, 4.76%).

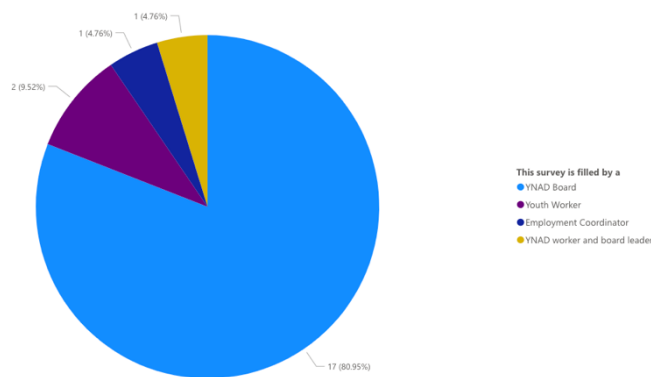


Figure 63. Which professional filled in this survey?

66.67% of the YNADs have answered that they do not have paid Youth Workers and 33.33% YNADs answered that they have at least one or more paid Youth Worker in their staff.



Figure 64. Map of YNADs with/without Youth Workers

Belgian, Danish, Finnish, Estonian, German, Norwegian, Romanian and Spanish YNADs answered that they have at least one or more paid youth workers in their staff. All of them answered that they have one as part of their YNADs' staffing except by the Finnish YNAD. They have three paid youth workers.

69.90% of the YNADs (Belgium, Bulgaria, Croatia, Denmark, Estonia, France, Norway, Portugal, Romania, Serbia, Slovak Republic, Switzerland, and The Netherlands) do not work with professional services, National Association of Deaf (NAD), Government, school for the deaf and/or hard of hearing and National Association of People with Disabilities. 14.79% of YNADs (Albania, Austria, and Latvia) answered they work with their NADs matters related to employment services for deaf youth. 9.52% of YNADs (Italy and Malta) work with their NAD and their National Association of People with Disabilities (NAPD). The German YNAD (4.76%) work with their professional services related to Employment. Out of 21 YNADs, only the Finnish YNAD (4.76%) answered that their YNAD works with their professional services; their NAD; Government; their School for deaf and/or hard of hearing; and their National Association of People with Disabilities regarding Employment. Only one country answered, "Do not know" (Spanish YNAD, 4.76%).

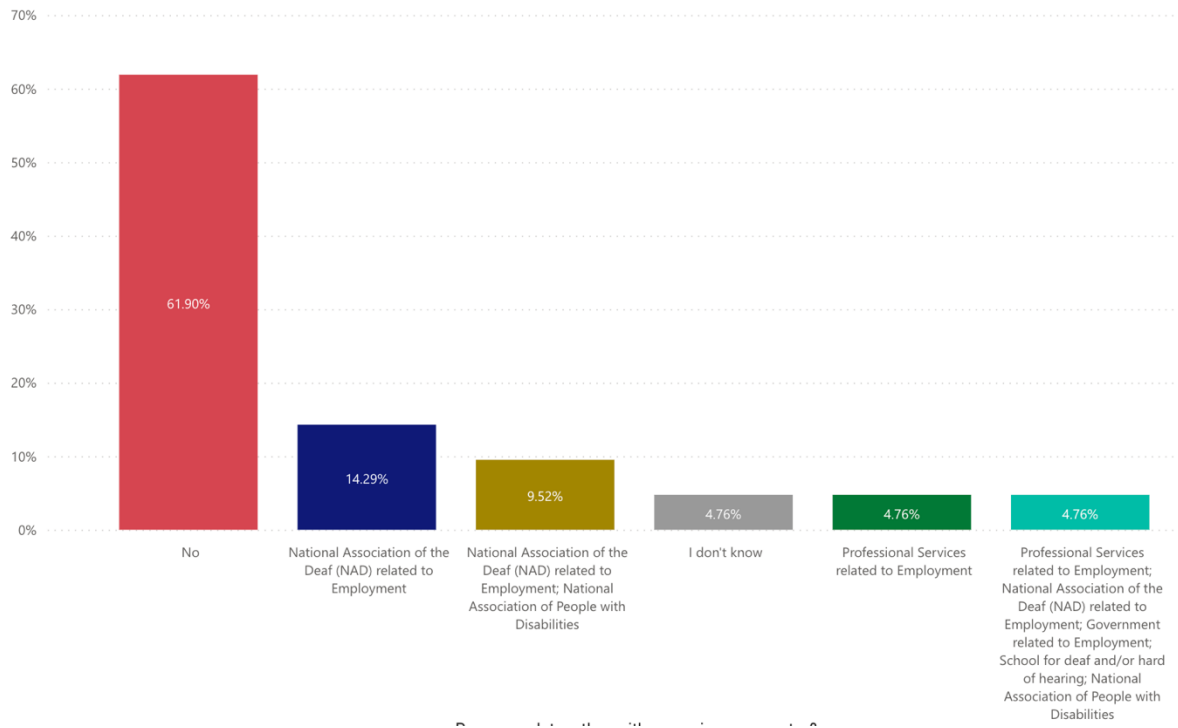


Figure 65. % of YNADs that work with other institutions regarding Employment for Deaf Youth

Perceptions that YNADs have regarding the professional services for employment differ around Europe, 18.33% of YNADS agree that professional services include a career consultant followed by, in descending order, 16.67% include employment agencies; 13.33%, job coaches and social workers; 10%, recruiters and independent NGOs; 6.67% of YNADs did not answer and the 6.67% believes that professional services include schoolteachers too. 1.6% of YNADs include experienced advisors, project managers and employment coordinators.

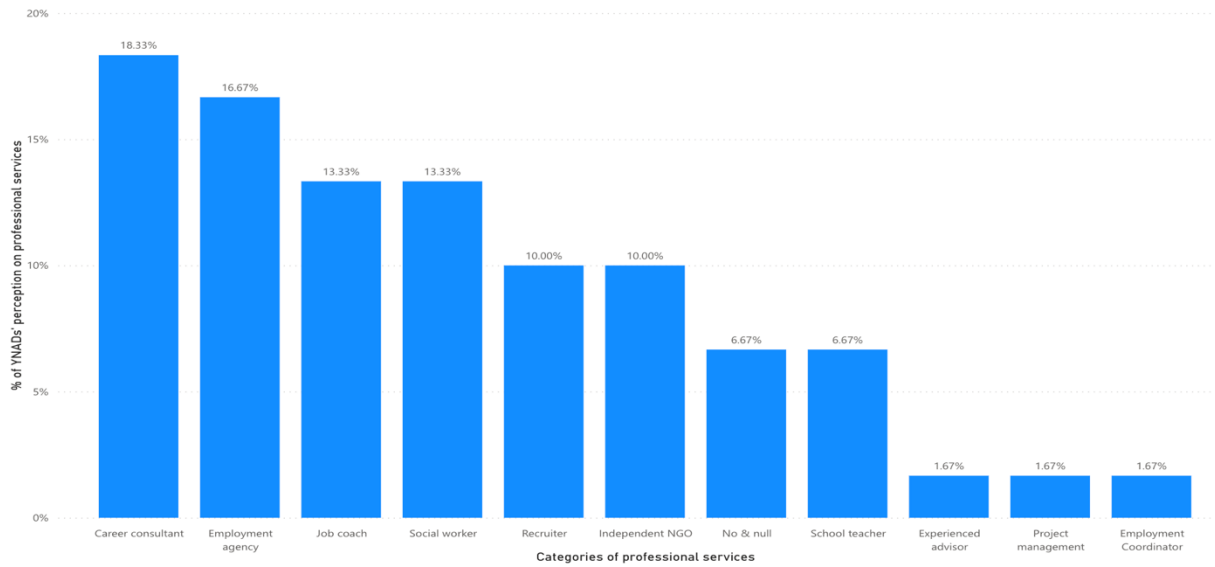


Figure 66. % of YNADs' perception on professional services' categories

61.90% of YNADs agree that European deaf youth use professional services and the services offered at high school or universities to look for a job. 33.33% are not sure whether deaf youth look for jobs through these services or not, and 4.76% believe that deaf youth do not use these services. Denmark's YNAD have answered that there is a deaf friendly centre which helps deaf youth to find a job. Romania's YNAD believes that there is no need for deaf youth to use their high school or universities' support in order to find a job, whilst Switzerland's YNAD says the opposite, and mentions that there is not enough support in place from these institutions to support young deaf job seekers.

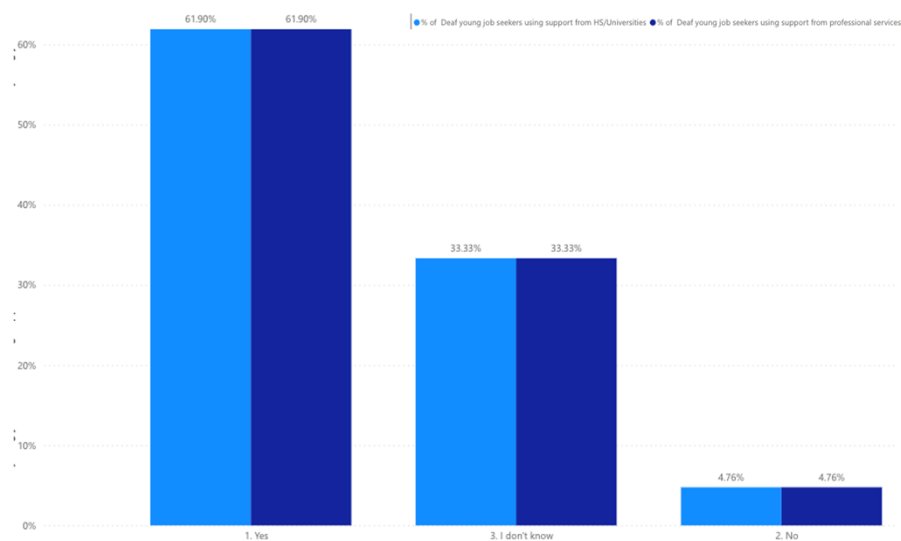


Figure 67. % of Deaf young job seekers using support from professional services and HS or universities

In the survey, 15 topics, activities or ideas that can be part of the professional services were listed. The surveyed YNADs believe that the following topics, activities, or ideas should be included in the professional services in descending order as seen in Figure 68: How to write a resume (CV and cover letter) (9.77%); How to do job interviews (9.02%), Employment standard - Right and responsibility as employee (9.02%); How to do presentations on the needs of a Deaf young job seeker (8.27%); Teamwork, communication and conflict resolution skills for the workplace (8.27%); Volunteer or Job shadowing to explore different careers options (8.27%); How to approach employee (6.77%); Stress management (6.77%); Finances and budgeting of salary (6.02%); What are the jobs-in-demand (6.02%); Work life balance (6.02%); Using social media in your job search (5.26%); Unpaid work experiences to try out different jobs and see if there is a fit (4.51%); Field trips to worksites (3.01%); and, lastly, guest employers (2.26%).

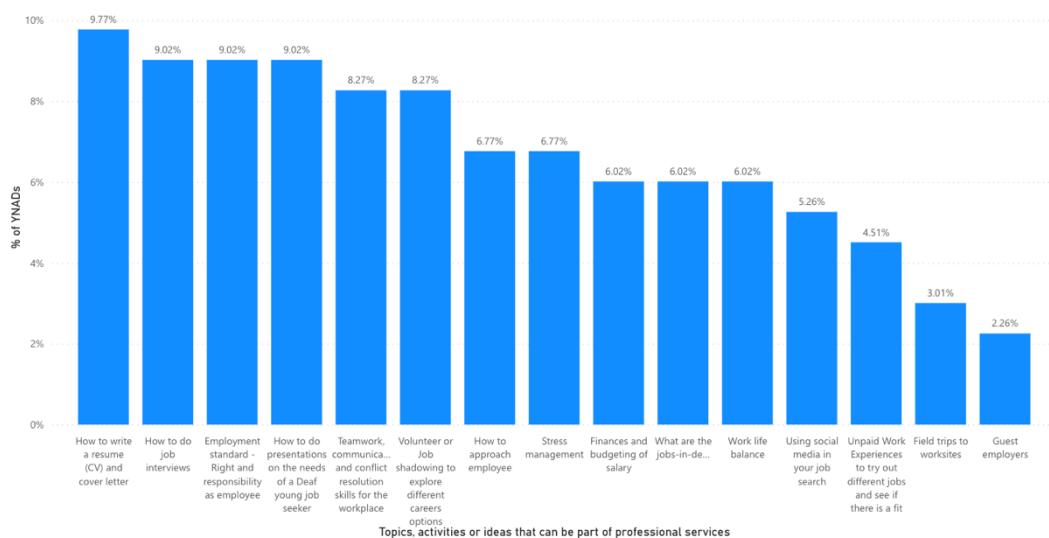


Figure 68. % of YNADs believe that the following topics, activities, or ideas should be included in the professional services

The last question of the first section of the survey consisted of any other ideas, suggestions, or comments that YNADs consider important to be added under the professional services for young deaf job seekers.

Table 9. Ideas, suggestions or comments from YNADs regarding professional services

YNAD	Ideas, suggestions, or comments
Croatian	There should be guidelines for companies hiring deaf persons, we are perceived as disabled persons, and there should be some concrete document to guide these companies.
Estonian	Professional services should include an employee who is a Deaf person or CODA who is aware about the Deaf Community, etc.
Finland	Suggested to compare different professional services and their functions
Germany	Mental health at the workplaces
Norway	How to use sign language interpreter at the workplaces
Slovak Republic	Responsibility and efficiency at the workplace
Spain	Focus group of deaf youth on how to seek suitable jobs and high-ranking positions
The Netherlands	Professional services should be more accessible for the deaf and hard of hearing

The second section of the survey contains questions that focus on the perspective of the YNADs about the deaf youth employment in their respective countries.

Young Deaf job seekers face challenges when looking for their dream job. To learn about the greatest challenges that deaf young people experience when looking for a job, EUDY has asked the YNADs to choose from 20 common challenges within the Deaf Community. According to the participating YNADs, the most common challenges, from biggest to smallest, are: language barriers (7.46%); audism, discrimination or other's attitudes (6.47%); lack of government support (6.47%); limited job opportunities (6.47%); lack of interpersonal skills like communication (5.97%), teamwork, conflict result (5.97%); lack of Professional services for Deaf (5.97%); lack of training or education (5.97%); lack of work experience (5.97%); don't know what kind of job they like (5.47%); struggling with mental or physical health (5.47%); lack of network (4.98%); find it difficult to approach employers to apply for jobs (4.98%); lack of motivation (4.98%); not being aware of rights and responsibilities in the workplace (4.98%); unfamiliar with the world of work (4.98%); don't know what their skills or strengths are (4.48%); don't know how to job search (3.48%); limited transportation to the workplace (1.99%); struggle using the internet to job search or apply for work (1.99%); and lastly, no resume or outdated resume (1.49%).

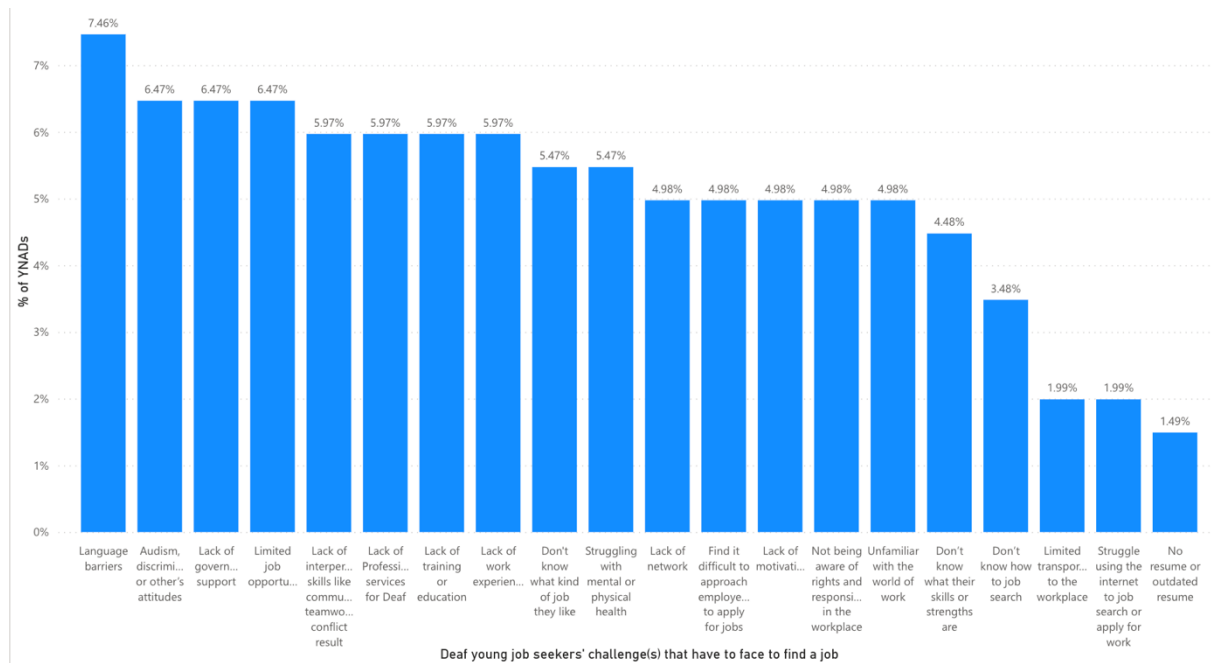


Figure 69. % of YNADs that considers that these challenges are faced by deaf young job seekers

The following question is intended to establish whether young Deaf job seekers have more barriers regarding accessibility in order to find a job compared to their hearing peers in their respective country.

A notable number of YNADs (85.72%) believe that deaf youth face either more or some accessibility barriers than hearing youth from the same countries.

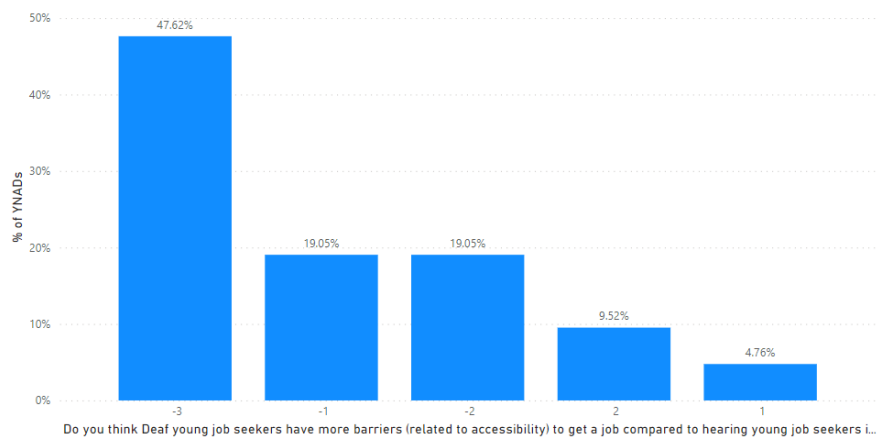


Figure 70. % of YNADs' perception on Deaf Youth facing more barriers than Hearing Youth

To close this section, two open questions were asked to the 21 YNADs, so that they can propose solutions regarding employment accessibility for deaf youth and for deaf young job seekers.

Country	YNADs proposed solutions regarding accessibility	Solutions for deaf young job seekers
Austria	Accessible language at the workplaces and a guideline for the companies about deaf people and deaf community.	
Belgium	Provide information about the workplaces in sign language and provide sign language workshops for hearing colleagues.	Provide accessible (signed) information about networking, professional services for job seekers, different training programs based on individual needs and provide workshops to companies about audism, discrimination, etc.
Croatia	Equality of rights for deaf job seekers as their hearing peers in terms of accessibility.	More supportive professional services for deaf job seekers.
Denmark	Provide sign language workshops for deaf workers' hearing colleagues.	Provide sign language workshops for deaf workers' hearing colleagues.
Estonia	Increase of budget from the universities or local governments for sign language interpreting services	Increase of budget from the universities or local governments for sign language interpreting services
France	Removal of language barriers	
Germany	More implication of the employees in politics to improve accessibility.	Provision of all text available of the workplace in sign language and set a digital platform with educational videos in sign language

Malta	Equality of rights for deaf job seekers as their hearing peers in terms of accessibility.	Provision of all material accessible in sign language by the Government.
Norway	Specialised interpreter for job interviews, sign language courses at workplaces, train deaf how to overcome barriers with right tools and abilities.	More interpreters, more courses which are more fit for deaf job seekers and motivators who get deaf to demonstrate their abilities and know more about what they want to work.
Portugal	Provide sign language workshops for deaf workers' hearing colleagues and sign language interpreting for company meetings.	Provide sign language workshops for deaf workers' hearing colleagues.
Spain	Improvement of communication barriers.	Offer resources and alternatives to facilitate the process of job searching.
Switzerland		Equality of rights for deaf job seekers as their hearing peers in terms of accessibility.
The Netherlands	Availability of interpreting services (e.g., remote interpreter services), simple language and provision of adjustments at the workplace if necessary.	Availability of interpreting services (e.g., remote interpreter services), simple language and provision of adjustments at the workplace if necessary.

7. Conclusions of the surveys “Quality of Life”, Individual Youth Survey, Professional Services and Youth Associations for the Deaf

This section intends to summarise the key information from each section of the “Make It Work” project, in order to help the development of materials and resources for young deaf/hard of hearing job seekers in the second phase of the project.

From the Individual Deaf Youth Surveys, we can draw the following conclusions. A total of 270 individual deaf/hard of hearing youths participated in the project by answering the

survey questions provided by EUDY and their partner organisations. 24 countries participated in total. In the “Quality of Life of Deaf Youth” survey, the highest number of participants are from Italy, Spain, and The Netherlands. As for the participants from the partner organisations, they are mostly from Lithuania and Poland. Greece and Italy have recruited less participants than the requirement established in the project.

Most of the surveyed participants identify as women, followed by men, non-binary, and those who identify as queer. The most common age range of the participants is 22 to 28 years old.

A large cohort of the surveyed participants identify as deaf individuals, while Lithuanians and most Polish participants identify as hard of hearing.

Among deaf and hard of hearing participants who are native sign language users from birth. 156 (60%) participants have stated that their preferred method of communication is through signed languages. The next most popular answer is that their preference is via either signed or spoken languages. A few prefer to communicate via signed and written languages, especially amongst the Polish participants. A conclusion that would be possible to draw from the data collected is that there is a possibility that those who identify as hard of hearing feel more comfortable communicating via signed and spoken languages.

Clearly the educational background of the participants is predominantly deaf schools (67.3%), followed by either a hearing school using sign language or mainstream school, which can be with other deaf children or without (26.53%). It is important to note that some participants might have attended a deaf school at an early stage of education, and then a mainstream or hearing school at a later age, or vice versa. See below for further details.

Most of the participants’ level of studies, whether they are still studying or have finished, are primary and secondary education. While it is also possible to observe that the participants from the EUDY survey are still doing or have completed their vocational education and/or bachelor studies. Some are currently pursuing or have completed their masters or PhD studies. This shows a higher level of education among deaf youth participants. Nevertheless, it is observed that, from Polish respondents, the most common

choice for their level of study is vocational education, which might be due to their young age.

Despite the participants obtaining a high level of education, they seem not to be completely satisfied with their education. The average is set at 6.8 from a range of 0 to 10.

Unfortunately, regardless of their educational background, the unemployment rate is high among deaf/hard of hearing young individuals. The greatest number of unemployed deaf youth are from Italy and Spain, followed by France. There are more employed Dutch deaf youth than unemployed Dutch deaf youth, followed by British deaf youth. From the Individual deaf/hard of hearing Youth survey, it is noted that most of the Greeks and Lithuanians have a job, either full time or part time, in contrast with Polish participants. Again, the age factor might have an influence on their employment status. Half of Italians have a job, and the other half are unemployed. In order to draw conclusive and decisive information and gain a better understanding of the reasons behind deaf youth employment in certain countries, perhaps further questions should have been asked, such as: What is the accessibility of their workplace like? Do they have the possibility of having sign language interpreters either at their workplace or remotely? Do they receive enough benefits from the government to live without being employed?

Most unemployed deaf youth stated that they never had a previous job. Some of them have been fired, some had to quit. 63 participants who stated they are unemployed have indicated that they are actively looking for a job, and 54 participants are being passive about their unemployed status.

The most common reasons given for being unemployed are:

- They are still studying.
- They do not have any job experience
- They do not have a network at their disposal in order to find a job
- They do not receive enough support from their government

Also, interestingly, while the surveyed participants from Greece and Italy share the same main reasons: they do not receive enough support from the government and there are few job opportunities available to them,

Also, interestingly, deaf and hard of hearing youth participants from the partner countries stated a different variety of challenges, depending on their residence country. For Greeks and Italians, they perceive a more accused lack of government support and limited job opportunities compared to Lithuanian and Polish participants. To a lesser extent, Greek and Lithuanian deaf youth find that they have issues finding jobs because of language barriers. Lithuanian and Polish participants consider that they do not know their skills or strengths.

Most of the unemployed participants seem dissatisfied regarding their employed status.

When asking the surveyed participants about their job positions the objective was gathering information about the most popular type of occupations among deaf and hard of hearing youth, whether this reflects the level of the education completed or not. Many of them who have vocational, Bachelor or Masters degrees, tend to have higher professions from the categories technicians and associate professionals and professionals (science and engineering, teaching, business and Administration, Information and Communications Technology professionals).

Contradictory to the information collected about the reasons for being unemployed, many deaf youths indicated that they found their jobs through their own networks. The internet is another popular tool used to find jobs.

Many of the participants who are currently employed noted that they have been employed for over one year. Nevertheless, for participants of the partner organisations project, there is a large number of them who have been employed for less than 3 months, in contrast with the data from the “Quality of Life of Deaf/Hard of Hearing Youth” survey.

The most common answer for the participants with one or more jobs is that they work with hearing, or a mixture of hearing and deaf colleagues. Their hearing colleagues normally are not able to sign at least one signed language to communicate with their deaf peers in their native language.

Deaf youth from the “Quality of life of deaf/hard of hearing youth” survey said that they face accessibility barriers at their workplace when compared to their hearing peers.

This is the opposite for the participants from the Individual deaf/hard of hearing youth survey. The most popular answer among the surveyed participants of the partner organisations is that they do not experience or 'rather not' experience barriers at work.

All of them agree that they feel supported by their employers. But a more substantial conclusion could have been made if there was a follow-up question to ask about the reasons why they feel supported by their employers.

The vast majority of young deaf job seekers indicated that they face more barriers finding jobs than their hearing peers in their respective countries. A follow-up question should have been added to gauge exactly what these barriers are, as they had often previously stated that the main reasons were because they were studying, or because of their lack of job experience. Not many of them placed an emphasis on the greatest challenges question: A few of them said that it is because of their outdated resume, their experiences of audism and/or discrimination, accessibility issues, not knowing how to search for a job, lack of training, finding it difficult to approach employers to apply for job positions, or lack of professional services. It is possible that their perception might have been based largely on their hearing peers' auditory abilities and the perceived advantage this gives them. This poses a problem, as the reasons given by participants are not necessarily conclusive enough to identify the barriers they face, and by extension, to create resources to help overcome them.

The survey for professional services employees obtained a total of 38 responses from four of the partner countries (Greece, Italy, Lithuania, and Poland) including Sweden and The Netherlands.

The roles of the respondents within the professional services are mainly school staff, job coaches, social workers and a few of them are recruiter workers and career advisors. No employment agencies' staff participated in the questionnaire. Most of the surveyed professionals who support deaf and hard of hearing job seekers are hearing followed by deaf and hard of hearing professionals.

The services that the majority of the professionals aim to provide are largely deaf and hard of hearing job seekers which goes in concordance since the project comes from the

EUDY and the partner countries. The partner countries have stated that they work with deaf and hard of hearing youth.

Schools for deaf and hard of hearing are the main collaboration type among professional services staff. The fact that most of the surveyed participants are teachers themselves might have had a strong influence when selecting the different types of collaboration they maintain to support deaf and hard of hearing youth in need of a job. To a lesser extent, they also collaborate with their National Association of the Deaf Youth and National Association of the Deaf. Apparently, all of them do not have any kind of collaboration between them and their corresponding National Disability Association.

The average of support they provide every year to different deaf youth do not depend on the professional services' occupations. A schoolteacher as well as a job coach can attend an average of 100 deaf and hard of hearing youth and guide them into the job market.

The employee staffing number of the participants on the survey vary according to which organisations they work for. Usually, a career consultant or school teachers work in larger organisations compared to recruiter specialists and job coaches.

Most notable materials or resources that the professional services' employers have at their disposal for deaf and of hearing are the following: preparation of personal test and development of skills; offer support with CV, cover letters and job applications; teach young and hard of hearing job seekers to use social media to find jobs; provide a list of jobs in demand; prepare Deaf young job seekers for job interviews; advise them on stress management, teamwork, communication and conflict resolution skills; advise on how get in contact with employees or they contact with employee on behalf of their customers; provide advice in the consultant sessions for Deaf young people and employers; share information about rights and responsibilities for both parties; advice for networking and provision of different (online) trainings suitable for the needs of Deaf young job seekers. A few of them include finance and budgeting in their services.

Professional services' workers' main obstacles are they struggle to find suitable job positions and/or employees matching the skills of deaf and hard of hearing job seekers and

vice versa. Followed by finding vacancies and interviewing them to help them to accomplish tasks or meet goals.

The data analysed for the average for young deaf and hard of hearing of their possibilities of getting a job is not conclusive enough. Greek, Italian, and Swedish respondents did not answer or partially answered the question. The Swedish job coach's average rate for deaf youth who find a job and find a job, but it is not what they hoped to find is 5. They attend 20 deaf and hard of hearing youth every year, which is roughly a total of 80 deaf and hard of hearing job seekers from 2016 to 2021. The rate is very low, so it might be very possible that this might be a product of a misinterpretation of the rating mentioned in the survey. Rather than reading the range goes from 0 to 100, they understood that the scale is between 0 and 10. If we rely on the rating that Lithuanian, Polish and Dutch colleagues offered, it is possible to observe that the panorama of deaf and hard of hearing job seekers are not optimistic enough. No rate exceeds the average of 70 for those deaf and hard of hearing who found jobs.

Curiously, professional services' workers' deafness does not reduce communication barriers between them and their customers. It is obvious that the majority of the hearing staff find more barrier communications between them and their customers. There is no way of knowing their knowledge of sign language and their fluency to contrast the reasons for the communication obstacles. Also, this may be due to their customers, and their background, that have influence in the communication issues. Some examples could be due to European international mobility (different signed and spoken languages), language deprivation, their schooling background. Although the nationalities of most of the respondents for the Individual Youth Survey are the same as their current residence. If we use the data from the same survey, it is observed that deaf youth have a minimum of educational background (middle and high school). It would have been interesting to ask the professional services workers the reasons for the communication barriers, or what profile of deaf and hard of hearing job seekers they work with and offer their support for them to find jobs.

Ten popular challenges that deaf and hard of hearing job seekers encounter from the viewpoint of the professional services staff are as follows: language barriers, do not know

how to job search, do not know what their skills or strengths are, find it difficult to approach employers, limited opportunities, lack of interpersonal skills like communication, teamwork, conflict result, lack of work experience, don't know what kind of job they like, lack of government support and lack of training or education. The order of some of these challenges differ from the perception of deaf and hard of hearing youth respondents of the above section. Depending on the countries they are from, their perception may differ on the reasons when choosing challenges. For professional services participants from Greece, they feel deaf and hard of hearing face challenges due to their lack of work experience, training or educational background, audism and discrimination or other attitudes, their unawareness on their rights and responsibilities at their workplace. For Polish professional services workers, they sense that their customers encounter challenges because they are not unsure of what job they like, lack of professional services aimed to deaf and hard of hearing customers, unfamiliarity of these in the work world, or their struggles with mental or psychical health.

Most of them agree that young deaf and hard of hearing job seekers encounter more obstacles than young hearing.

Some of the popular suggestions among the professional services' workers regarding the solutions they would like in place related to accessibility is based on a better accessibility of communication between employees and employers, jobs tailored to their customers' profile, the incorporation of a sign language interpreter at all the stages of the interview process, etc. Lastly, some ideas that they feel that deaf and hard of hearing youth job seekers would like to see implemented to improve accessibility are the creation of one or more guidelines to positively influence the employment agencies and employees to hire young deaf and hard of hearing. An innovative suggestion was made by a Dutch staff that consists in the development of a website with introductory videos of different companies in the format of video clips with added captions and translations in sign language. A more conclusive data would have been possible if the term of accessibility was more narrowed in the question.

Now we focus on the data provided from Youth National Associations of the Deaf around Europe. It was intended that we would receive 31 answers from these YNADs, but

only 21 answers were submitted. Despite the involvement of Greece as a partner country, Greece's YNAD did not participate in the survey.

It is important to note that the survey was mainly filled by the youth board teams, rather than by a professional. The Finnish YNAD had their employment coordinator fill in the survey. Most of the YNADs do not have paid staff. The few YNADs with paid staff usually have only one staff member by the exception of the Finnish YNAD who has three paid workers.

Most of the YNADs do not collaborate with professional services, NADs regarding employment or National Association of People with Disabilities. However, a few of them do. Out of 21 YNADs, only the Finnish YNAD (4.76%) answered that their YNAD works with their professional services; their NAD; government; their school for deaf and/or hard of hearing; and their National Association of People with Disabilities regarding Employment.

The perspectives of YNADs regarding professional services for employment differ around Europe. 18.33% of YNADS agree that professional services include a career consultant, followed by, in descending order, 16.67% include employment agencies; 13.33%, job coaches and social workers; 10% recruiters and independent NGOs; 6.67% of YNADs did not answer and 6.67% believe that professional services include schoolteachers too. 1.6% of YNADs include experienced advisors, project managers and employment coordinators.

YNADs have stated that they believe that deaf youth use professional services from different organisations to seek a job. Their opinion does not reflect the answers given by the deaf youth who were surveyed, as most of them indicated they have used their own networks or the Internet to find a job.

The most popular services that YNADs thought beneficial for deaf youth, in descending order, are: how to write a resume (CV and cover letter); how to do job interviews, employment standard - Right and responsibility as employee; how to do presentations on the needs of a Deaf young job seeker; teamwork, communication, and conflict resolution skills for the workplace; volunteer or Job shadowing to explore different careers options; how to approach employee; stress management; finances and budgeting of salary; what are the jobs-in-demand; work life balance; using social media in their job search

Some of YNADs have added ideas, suggestions, or comments. Some of the interesting suggestions are the following:

- How to use sign language interpreters in the workplace
- Responsibility and efficiency at the workplace
- Focus group of deaf youth on how to seek suitable jobs and high-ranking positions

In contrast to the answers given by the deaf youth who were surveyed, YNAD believes that the most common challenges among young Deaf job seekers, from greatest to least extent, are language barriers; audism, discrimination or other's attitudes; lack of government support; limited job opportunities; lack of interpersonal skills like communication, teamwork, conflict result; lack of Professional services for Deaf; lack of training or education; lack of work experience; don't know what kind of job they like; struggling with mental or physical health; lack of network; find it difficult to approach employers to apply for jobs; lack of motivation; not being aware of rights and responsibilities in the workplace; unfamiliar with the world of work; don't know what their skills or strengths are; don't know how to job search; limited transportation to the workplace; struggle using the internet to job search or apply for work; and lastly, no resume or outdated resume.

It is interesting to observe the position of European YNADs regarding the challenges faced by deaf youth when hunting for jobs. They highlight social and political challenges such as language and audism, discrimination, or other languages, lack of professional services, lack of government support, etc. Deaf youth indicate their personal/individual challenges first.

It is found that a high number of YNADs believe that deaf youth face more accessibility barriers than hearing youth from the same countries. This aligns with the perception of young deaf and hard of hearing and professional services employees.

The most frequently suggested solutions from YNADs for tackling accessibility barriers focus on having accessible language available in the workplace and guidelines for companies about deaf people and deaf communities, as well as the provision of sign language workshops for hearing colleagues. Some interesting suggestions included having

more specialised interpreters for job interviews, sign language courses at workplaces, training deaf people how to overcome barriers with the right tools and abilities, and the availability of interpreting services (e.g. remote interpreter services).

Some of the solutions proposed by YNADs for young deaf job seekers are as follows:

- Provide accessible (signed) information about networking, professional services for job seekers, different training programs based on individual needs and provide workshops to companies about audism, discrimination, etc.
- More supportive professional services for deaf job seekers.
- Provide sign language workshops for deaf workers' hearing colleagues.
- Provision of all text available in the workplace in sign language and set a digital platform with educational videos in sign language.
- More deaf roles.
- Offer resources and alternatives to facilitate the process of job searching.
- Availability of interpreting services (e.g., remote interpreter services).
- Provision of simplified language.
- Provision of adjustments at the workplace if necessary.

8. Useful key findings for the next stage of the project Make It Work

Key findings is the last section of this report that aims to highlight the most prominent findings regarding deaf and hard of hearing youth's needs in order to develop resources and materials for the collective. Having resources and materials designed from deaf and hard of hearing youth job seekers' needs, professional services workers' experience, and YNADs, as deaf youth activist organisations, input in the survey are valuable for the next deaf and hard of hearing job seekers.

Further exploration of different types of collaboration with external partners such as government, employment agencies, National Association of Disabilities and companies in their respective countries is encouraged. These types of collaborations would allow a greater chance of professional services finding suitable employment programs for deaf and hard of hearing job seekers. This would allow the job seekers to be involved in different job training programs to build their experience and skills up. Their job opportunities would be considerably expanded. Relationships between professional services employees and deaf and hard of hearing school institutions should be definitely considered due to their proximity of contact with their students who are or will be job

seekers at a point in their lives. School teachers play an important factor when they either prepare and guide these young individuals into the job market.

Having a professional service centre specialised for young deaf and hard of hearing job seekers would be favourable for them, their language barriers would be minimised when having appointments with a designated professional knowledgeable in the employment field. Focus groups could be organised by them to encourage deaf and hard of hearing job seekers to share tips on how to look for suitable jobs that match their knowledge and skills.

There is a clear need of material and resources destined to confidence building of deaf and hard of hearing youth's job seekers and provide them with designed tasks for self-analysis in themselves to explore their skills, strengths and weaknesses that are helpful to find their most suitable job. These tasks contribute to the enrichment of their interpersonal skills like communication, teamwork, conflict result and other.

The following materials and resources that deaf and hard of hearing would find useful are short guidelines containing information on how to use face to face or remotely sign language interpreters in the workplaces and responsibility and efficiency in the workplaces.

Other resources that could be developed can focus on guidelines about deaf individuals, deaf communities, sign language that could be distributed through employees, employment agencies, recruitment agencies, and others.

Another strategy would be exploring the possibility of the development of an accessible website portal designed for deaf and hard of hearing youth job seekers where they can navigate through and all the resources and materials with the best practices to write CV, cover letters and job applications, including a list of most common questions asked in the job interviews and advice on the wording to use to answer these questions. Also, best practices on how to approach employees. This website could also include other external social apps links to find jobs such as LinkedIn or other different employment websites for job listings (these can be either national or local).

Appendix

a. Survey for Individual Deaf/ hard of hearing Youths

General questions:

1. What is your nationality?
2. Where do you live? City, Country
3. What is your gender?
 - Female
 - Male
 - Non-binary
 - Queer
 - Prefer not to say
 - Other
4. With what do you identify with? (Check as many as apply)
 - BIPOC (Black, Indigenous and People of Colour)
 - White
 - LGBTQIA+
 - Cisgender
 - Muslim
 - Christian
 - Jewish
 - Buddhist
 - Atheist
 - Deaf + other disabilities
 - DeafBlind
 - Other
5. What is your age?
15 to 30
6. Are you...?
 - Deaf
 - Hard of hearing
7. What is your preferred way of communication?
 - Sign
 - Write
 - Speaking
 - Speaking + sign
 - Other
8. When did you learn sign language for the first time?
 - 0 - 2 years old
 - 2 - 4 years old
 - 4 - 6 years old

- 6 - 8 years old
- 8 - 10 years old
- 10 - 12 years old
- 12 - 14 years old
- 14 - 16 years old
- 16 - 18 years old
- 18 years old and above

9. What kind of school did you attend?

School using sign language | Interpreter | School without Sign Language interpreter | Never have been

Deaf school -

Mainstreamed (with other deaf individuals in hearing school)

Hearing school

Home school

Other

10. What level are you studying now and/or what level did you complete?

- Elementary education
- Secondary education (Middle and high school)
- Vocational education
- Bachelor (BA)
- Master (MA)
- Doctor of Philosophy (PhD)

11. Do you have a job? (FILTER QUESTION)

- Yes, a full-time job
- Yes, a part-time job
- Yes, I am a freelancer
- No

11. What are the reasons you don't have a job?

- I am still studying
- Language barriers
- Lack of network
- Lack of job experience
- Lack of motivation
- Lack of accessibility

12. Did you have a job earlier?

- Yes, but I quit
- Yes, but I have been fired
- No

13. Are you looking for a job at the moment?

- Yes
- No

14. What are the greatest challenges you face to find a job? (Check as many as apply)

- Don't know how to job search
- Don't know what kind of job I like
- Don't know what my skills or strengths are

- Language barriers
- Find it difficult to approach employers to apply for jobs
- Lack of interpersonal skills like communication, teamwork, conflict result
- Lack of training or education
- Lack of work experience
- Lack of government support
- Lack of Professional services for Deaf
- Lack of motivation
- Lack of network
- Limited job opportunities
- Limited transportation to the workplace
- No resume or outdated resume
- Not being aware of rights and responsibilities in the workplace
- Struggle using the internet to job search or apply for work
- Struggling with mental or physical health
- Unfamiliar with the world of work
- Audism, discrimination, or other's attitudes
- Other:

15. Do you feel you have more barriers (related to accessibility) to get a job compared to hearing people in your country?

- *7 point scale (Yes-No)*

16. Satisfaction level of your non-working situation? - *Rate 1-10*

17. Do you have a job?

- **Yes, a full-time job**
- **Yes, a part-time job**
- **Yes, I am a freelancer**
- No

18. What is your job?

- *Short answer text*

19. How did you find your job?

- Used my network
- Internet
- Job coach
- Newspaper
- I have my own company
- Other...

20. How long are you currently employed?

- Less than 3 months
- 3-6 months
- 6 months - 1 year
- 1-2 years
- 2-4 years
- +4 years

21. Who are your co-workers?

- Deaf
- Hearing
- Mix of Deaf and hearing
- I work alone

22. Do your co-workers know sign language?

- Yes
- Yes, some of them knows
- No
- I work alone

23. Do you experience any barriers at work related to accessibility? - 7 points scale (Yes-No)

- *definitely YES*
- *YES*
- *rather YES*
- *I have no idea*
- *rather NOT*
- *NOT*
- *definitely NOT*

24. Do you feel supported by your boss? 7 point scale (No-Yes)

- *definitely YES*
- *YES*
- *rather YES*
- *I have no idea*
- *rather NOT*
- *NOT*
- *definitely NOT*

25. Do you feel you have more barriers (related to accessibility) to get a job compared to hearing people in your country? - 7 points scale (Yes-No)

- *definitely YES*
- *YES*
- *rather YES*
- *I have no idea*
- *rather NOT*
- *NOT*
- *definitely NOT*

26. Satisfaction level of your working situation? Rate 1-10

b. Professional services

Background information (general questions)

1. Where is your service based? City, Country
2. What is your role in the service for Deaf young job seekers in your country?
 - School teacher
 - School dean
 - Job coach

- Career consultant
- Recruiter
- Employment agency
- Social worker

0. Who are your customers? Check all that apply

- Deaf young people
- Hard of hearing young people
- DeafBlind young people
- Other:

0. Do you work together with the **National Association of the Deaf Youth (YNAD)** in your country related to Employment?

- Yes
- No
- I don't know

0. Do you work together with the **National Association of Deaf (NAD)** in your country related to Employment?

- Yes
- No
- I don't know

0. Do you work together with the **Government** in your country related to Employment?

- Yes
- No
- I don't know

0. Do you work together with **the School for deaf and/or hard of hearing** in your country related to Employment?

- Yes
- No
- I don't know

0. Do you work together with **the National Association of People with Disabilities** in your country related to Employment?

- Yes
- No
- I don't know

0. How many Deaf young job seekers do you support on average each year in your country?
Number

0. How many staff do your company/service have?
Number

0. How many of them are deaf/hard of hearing?
Number

Measure your service as Professional Services on Employment for Deaf young people in your country

0. How do you facilitate the progress of Deaf young job seekers to a job? Check as many as apply:

- Advice - provide consultant sessions for Deaf young people and employers
- Information - provide information about rights and responsibilities for both parties
- Personal skills - prepare personal test and develop skills
- Interview - prepare Deaf young job seekers to job interview
- Network - give tips to build network
- Support - support with writing the letter/application
- Training - provide different (online) training to the needs of Deaf young job seekers.
- Service - contact employees whenever deaf young job seekers need
- Other...

0. What topics, activities or ideas are included in your service? Check as many as apply.

- How to write a resume (CV) and cover letter
- How to approach employee
- How to do job interviews
- How to do presentations on the needs of a Deaf young job seeker
- Volunteer or Job shadowing to explore different careers options
- Using social media in your job search
- What are the jobs-in-demand
- Guest employers
- Field trips to worksites
- Teamwork, communication, and conflict resolution skills for the workplace
- Stress management
- Work life balance
- Unpaid Work Experiences to try out different jobs and see if there is a fit
- Finances and budgeting of salary
- Employment standard - Right and responsibility as employee
- Other:

0. What are obstacles you experience related to the facilities and/or service for the Deaf young job seekers? (Check all that apply)

- Finding the right position matching the profile of a Deaf young job seeker
- Finding the right staff matching the needs of a Deaf young job seeker
- Finding as many different vacancies as possible
- Doing the interview to measure the profile of a Deaf young job seeker

0. What are the average results of your Deaf job seekers?

- Got a job
- Got a job, but it is not what it hoped for
- Didn't get a job

0. Do you experience a language barrier between you and your Deaf job seeker?

- Yes
- No
- Sometimes

Perspective from Professional services on Employment for Deaf young people in your country

17. What are the greatest challenge(s) do you see Deaf young job seekers in your country face to find a job? Check as many as apply.

- Don't know how to job search
- Don't know what kind of job they like
- Don't know what their skills or strengths are
- Language barriers
- Find it difficult to approach employers to apply for jobs
- Lack of interpersonal skills like communication, teamwork, conflict result
- Lack of training or education
- Lack of work experience
- Lack of government support
- Lack of Professional services for Deaf
- Lack of motivation
- Lack of network
- Limited job opportunities
- Limited transportation to the workplace
- No resume or outdated resume
- Not being aware of rights and responsibilities in the workplace
- Struggle using the internet to job search or apply for work
- Struggling with mental or physical health
- Unfamiliar with the world of work
- Audism, discrimination, or other's attitudes
- Other:

18. Do you think Deaf young job seekers have more barriers (related to accessibility) to get a job compared to hearing young job seekers in your country?

- *definitely YES*
- *YES*
- *rather YES*
- *I have no idea*
- *rather NOT*
- *NOT*
- *definitely NOT*

19. Linked to the previous question - What are the solutions you would like to see related to accessibility?

Open question

20. What are the solutions you think the Deaf young job seekers would like to see related to accessibility?

Open question

21. This survey is filled by a professional

- *Deaf*

- *Hard of hearing*
- *Hearing*

c. Survey for Youth Organisations

Background information (general questions)

1. YNAD country? (CoE countries)
2. Do you have paid youth workers?

- Yes
- No
- Other

3. How many paid Youth Workers do you have?

Number

4. How many of them are Deaf/Hard of hearing?

Number

5. Do you work together with **Professional Services** related to Employment in your country?

- Yes
- No
- I don't know

6. Do you work together with the **National Association of Deaf (NAD)** in your country related to Employment?

- Yes
- No
- I don't know

7. Do you work together with the **Government** in your country related to Employment?

- Yes
- No
- I don't know

8. Do you work together with the **School for deaf and/or hard of hearing** in your country related to Employment?

- Yes
- No
- I don't know

9. Do you work together with **the National Association of People with Disabilities** in your country related to Employment?

- Yes
- No
- I don't know

Perception form Deaf youth organizations on Professional services in your country

10. What is your perception of Professional services? Check all that apply

- School teacher
- School dean
- Job coach
- Career consultant
- Recruiter
- Employment agency
- Social worker
- Independent NGO
- Other

11. How many Professional services are there in your country?

Number

Do you think Deaf young job seekers in your country make use of Professional Services?

- Yes
- No
- I don't know
- Other

12. *Do you think Deaf young job seekers in your country make use of the support from high school or university?*

- *Yes*
- *No*
- *I don't know*
- *Other*

13. What topics, activities or ideas would be important to include in a facilitating program of Professional Services in your country? Check as many as apply:

- How to write a resume (CV) and cover letter
- How to approach employee
- How to do job interviews
- How to do presentations on the needs of a Deaf young job seeker
- Volunteer or Job shadowing to explore different careers options
- Using social media in your job search
- What are the jobs-in-demand
- Guest employers

- Field trips to worksites
- Teamwork, communication, and conflict resolution skills for the workplace
- Stress management
- Work life balance
- Unpaid Work Experiences to try out different jobs and see if there is a fit
- Finances and budgeting of salary
- Employment standard - Right and responsibility as employee
- Other:

14. Are there any other ideas, suggestions, or comments you have that are important for Professional Services?

OPEN QUESTION

Perspective from Deaf Youth organizations on Employment in your country

15. What are the greatest challenge(s) you see deaf young job seekers in your country face to find? Check as many as apply.

- Don't know how to job search
- Don't know what kind of job I like
- Don't know what their skills or strengths are
- Language barriers
- Find it difficult to approach employers to apply for jobs
- Lack of interpersonal skills like communication, teamwork, conflict result
- Lack of training or education
- Lack of work experience
- Lack of government support
- Lack of Professional services for Deaf
- Lack of motivation
- Lack of network
- Limited job opportunities
- Limited transportation to the workplace
- No resume or outdated resume
- Not being aware of rights and responsibilities in the workplace
- Struggle using the internet to job search or apply for work
- Struggling with mental or physical health
- Unfamiliar with the world of work
- Audism, discrimination, or other's attitudes
- Other:

16. Do you think Deaf young job seekers have more barriers (related to accessibility) to get a job compared to hearing young job seekers people in your country

- *definitely YES*
- *YES*
- *rather YES*
- *I have no idea*
- *rather NOT*
- *NOT*
- *definitely NOT*

17. What ideas would you like to see that help improve Deaf Youth employment in your country?

OPEN QUESTION

18. What are the solutions you would like to see related to accessibility?

OPEN QUESTION

19. What are the solutions you think the Deaf young job seekers would like to see?

OPEN QUESTION

20. This survey is filled by...

- *YNAD Board*
- *Youth worker*
- *Other*

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